

ROCHEDALE STATE HIGH

Performers for every stage expressing talents in every field



Student Code of Conduct

2021-2023

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Endorsement

Principal Name: Elena Itsikson

Principal Signature:



Date:

19.4.21

P&C President: Alia Smith

P&C President Signature:



Date:

19 April 2021

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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 Student Code of Conduct 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 Student Code of Conduct, 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.

P&C Statement of Support

As president of the Rochedale State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Ms Elena Itsikson and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Rochedale State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Rochedale State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Rochedale State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 38 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Rochedale State High School's Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Rochedale State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

School Captains' Statement

On behalf of the student body at Rochedale State High School, we endorse the Student Code of Conduct for 2021-23. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Rochedale State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains or Student Council are invited to approach any of us directly.

Consultation

The consultation process used to inform the development of the Rochedale State High School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff in Term 1, 2020. During these meetings, the school examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in Term 1, 2021 and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association for endorsement. The P&C Association unanimously endorsed the Rochedale State High School Student Code of Conduct for implementation in 2021.

Any families who require assistance to access a copy of the Rochedale State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Rochedale State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A full review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. OneSchool supports teachers, administrators and students in: student management. curriculum and assessment management. Staff are trained every year in on recording behavioural incidents in OneSchool according to [Principal Guidelines – Student Discipline](#).

Information about accessing records, reports or timetables is provided here <https://www.qld.gov.au/education/schools/information/contact/pages/accessing>.

Learning and Behaviour Statement

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

Our Student Code of Conduct 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 Student Code of Conduct is based on our **school values** of:

- **Grit**
- **Growth**
- **Gratitude**

Multi-Tiered Systems of Support

Rochedale State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

1

Universal Behaviour Support

All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and behavioural expectations. This involves:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour,
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made

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

ROCHEDALE SHS BEHAVIOUR EXPECTATIONS MATRIX

	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
ALL SETTINGS	<ul style="list-style-type: none"> ▪ Respect the personal space and privacy of others ▪ Show respect through our words and actions ▪ Keep hands, feet and objects to yourself ▪ Accept difference ▪ Show empathy and are kind to each other ▪ Show care for ourselves, others and the environment 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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
CLASSROOM	<ul style="list-style-type: none"> ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns and be a good listener ▪ Respect the classroom environment and other people's property ▪ Value other's opinions, thoughts and feelings 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Remain in seat ▪ Enter and exit room in an orderly manner ▪ Follow all teacher instructions ▪ Keep work space tidy
WALKWAY / STAIRWELL	<ul style="list-style-type: none"> ▪ Keep passage ways clear at all times ▪ Move in an orderly fashion ▪ Walk quietly and in an orderly way so that others are not disturbed 	<ul style="list-style-type: none"> ▪ Stand quietly outside the classroom to wait for the teacher to arrive ▪ Place all waste in the bins provided 	<ul style="list-style-type: none"> ▪ Play ball games in designated areas (oval) ▪ Walk on the walkway and stairs ▪ Keep to left and continue moving ▪ Share space
CANTEEN and EATING AREAS	<ul style="list-style-type: none"> ▪ Be polite – use please and thank you ▪ Make selection of food/drink as quickly as possible ▪ Maintain personal boundaries ▪ Wait quietly in lines at the canteen 	<ul style="list-style-type: none"> ▪ Try to have correct change ▪ Place orders before school ▪ Purchase for yourself only ▪ Place all waste in the bins provided 	<ul style="list-style-type: none"> ▪ Wait patiently ▪ Make healthy choices
SCHOOL GROUNDS including ovals	<ul style="list-style-type: none"> ▪ Share ovals ▪ Play fairly – take turns, be inclusive and invite others to join in, and follow rules ▪ Respect other students and equipment ▪ Show good sportsmanship 	<ul style="list-style-type: none"> ▪ Keep area free from food and litter ▪ Be a problem solver ▪ Look out for others ▪ Return borrowed equipment ▪ Report unauthorised visitors and accidents to office 	<ul style="list-style-type: none"> ▪ Stay within school boundaries and out of OOB areas ▪ Be sun safe (school hat) and wear appropriate footwear ▪ Participate only in school approved games ▪ Play/Act in a safe and healthy manner ▪ Show self control
OFFICE and STAFFROOMS	<ul style="list-style-type: none"> ▪ Show respect to others through our words and actions ▪ Respect opening times ▪ Wait quietly and allow others to conduct their work peacefully 	<ul style="list-style-type: none"> ▪ Knock on doors , wait patiently and sensibly ▪ Enter only with permission ▪ Remain calm and level headed 	<ul style="list-style-type: none"> ▪ Listen carefully ▪ Follow directions given by staff
ASSEMBLY	<ul style="list-style-type: none"> ▪ Remove hats ▪ Be a good audience and listen to speaker 	<ul style="list-style-type: none"> ▪ Share space ▪ Sit with your Form group and get name marked off roll 	<ul style="list-style-type: none"> ▪ Move quickly and quietly ▪ Stand and sit quietly
EXCURSIONS	<ul style="list-style-type: none"> ▪ Be courteous to members of the public ▪ Be well mannered ▪ Respect others and their belongings 	<ul style="list-style-type: none"> ▪ Represent the school with pride ▪ Wear the school uniform correctly ▪ Stay seated quietly on public transport 	<ul style="list-style-type: none"> ▪ Follow all teacher instructions and school procedures ▪ Stay with the school group ▪ Adhere to the safety rules of the activity
ONLINE and ICTs	<ul style="list-style-type: none"> ▪ Respect other's rights to use ICTs productively ▪ Use ICT equipment appropriately ▪ Be courteous and polite in all online communications 	<ul style="list-style-type: none"> ▪ Report immediately any damaged equipment to a teacher ▪ Post only appropriate content online ▪ Maintain your ICT Acceptable Use agreement 	<ul style="list-style-type: none"> ▪ Keep any usernames or passwords private ▪ Respect others' right to use online resources free from interference or bullying
BEFORE & AFTER SCHOOL including transport	<ul style="list-style-type: none"> ▪ Respect all persons and property ▪ Maintain low levels of noise ▪ Use respectful language ▪ Have your Go Card / money ready 	<ul style="list-style-type: none"> ▪ Walk bike/scooter in the school grounds & in front of school ▪ Wait inside the gate at school bus stop ▪ Secure your bike/scooter ▪ Keep your belongings in correct manner on public transport 	<ul style="list-style-type: none"> ▪ 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
TOILETS	<ul style="list-style-type: none"> ▪ Respect the privacy of others (eg One person per cubicle) ▪ Use facilities and bins appropriately ▪ Use the toilets singularly (not in groups) ▪ Wait outside and away of not needing to use the toilets 	<ul style="list-style-type: none"> ▪ Use toilets during breaks ▪ Report any inappropriate behaviours or damaged facilities ▪ Keep Personal Technology Devices (*eg phone) in your pocket or bag 	<ul style="list-style-type: none"> ▪ Wash hands after using the toilet and before eating food ▪ Eat food/lunch outside of the toilets ▪ Place waste/rubbish in the bins provided

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Targeted Behaviour Support

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

At Rochedale State High School, targeted behaviour support is provided by one of the Student Services team members. The Guidance Officer, Indigenous Support Officer, ILC Case Manager, School Chaplain, School Based Youth Health Nurse, Social Worker, Deans of Students and HODs of Sub Schools 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
- Track Ed data
- Referrals from staff, parents and external agencies
- Student profile information gained from feeder primary schools
- Junior Secondary and Senior Secondary STAR meetings
- Student disclosures and self-referrals to staff
- Previous secondary school records

Targeted behaviour support builds on the lessons provided at Universal level of support, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of behavioural expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

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Intensive Behaviour Support

Rochedale State High School is committed to educating all students, including the individualised services for few students (2-5%) who require the most intensive support a school can provide. 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 ILC Case Manager, HOSES, Dean of Students, Deputy Principal or Principal and may involve a range of support personnel within and external to the school, parents and teachers.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at Rochedale State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Student Wellbeing

Rochedale State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer / Chaplain / School-based Youth Health Nurse / Social Worker / Indigenous Support Officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Rochedale State High School we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; respectful relationships education as part of the [Australian Curriculum](#) and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Rochedale State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Rochedale State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Rochedale State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Rochedale State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Rochedale State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Rochedale State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Rochedale State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Rochedale State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Services Team

Rosedale State High School is proud to have a comprehensive Student Services team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Role	What they do
Indigenous Support officer	<ul style="list-style-type: none"> • provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. • provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process. • referrals to external agencies where required • QCE / QTAC / AARA and other curriculum and learning support
Head of Department – Junior Secondary & Senior Secondary	<ul style="list-style-type: none"> • leadership of sub-school to promote an inclusive, positive school culture • coordinates transition for students moving from Year 6 to Year 7 or Year 9 to Year 10 • leadership of sub-school to promote an inclusive, positive school culture • monitor attendance, behaviour and academic data to identify areas of additional need
Deans of Students – Junior & Senior	<ul style="list-style-type: none"> • responsible for monitoring student welfare and arranging intervention where required • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school.
Social Worker (referrals only)	<ul style="list-style-type: none"> • Operate in an advisory and advocacy capacity providing services specific to the social work discipline. • Respond to the needs of the student population and school community to provide personal and family counselling, therapy and group work, facilitation of referrals to other allied health professionals, and service and care coordination for the purpose of assisting student's wellbeing and mental health.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.
School Chaplain	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support for families to assist in the education of their students • support students families to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.
Industry Liaison Officer	<ul style="list-style-type: none"> • Provide support for senior students through assistance with TAFE, School based Apprenticeships or Traineeships (SATS), work experience, and alternative education programs/courses
Transition Pathways Officer (TPO)	<ul style="list-style-type: none"> • Provide support for senior students at risk of disengagement with school or at risk of Cancellation of Enrolment • Assist senior students into viable alternate pathways besides mainstream school program

Whole School Approach to Discipline

At Rochedale State High School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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;
- **Supportive Learning Environment** that values students' success and provides modelling and guided support within learning tasks and literacy strategies for a variety of contexts;
- **Challenging Learning Environment** that promotes intellectual quality through higher order thinking and creative thinking through investigation and problem solving;
- **Globally Connected Learning Environment** that engages students in real world problem solving and links to social concerns and promotes cultural awareness and understanding;
- **Futures Oriented Learning Environment** that transfers learning across different contexts, recognises students' prior learning and makes connections with community and the workplace.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the Dean of Students, Head of Department – Junior or Senior or make an appointment to meet with the Administration.

Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same school rules and values expectations in place for students, being Grit, Growth and Gratitude.

VALUE	STUDENTS	STAFF	PARENTS
Grit	<ul style="list-style-type: none"> • Punctuality • Stay informed about school news and activities by reading the materials emailed to you by school staff • Adhere to relevant school policies • Adhere to a high standard of <ul style="list-style-type: none"> - work ethic - conduct & behaviour - dress & appearance • Complete all set tasks & assessment • Attend school regularly 	<ul style="list-style-type: none"> • Punctuality • Be well prepared pedagogically • Cater for all learning styles and abilities • Be an active and contributing team member • Consistent and open communication with parents/students/ admin • Respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you. • Maintain the principles of the Dept of Education's Code of Conduct in all actions and school interactions • Be a role model for all students 	<ul style="list-style-type: none"> • Encourage and support student participation in all aspects of school life • Leave and collect your child from the designated area at school • Ensure your children attend school every day and notify the school promptly of any absences or changes in contact details. • Stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff. • Make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.

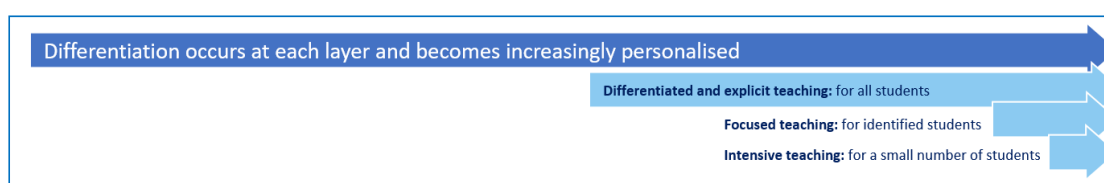
	<ul style="list-style-type: none"> • Be prepared with all materials & equipment Be an autonomous problem solver • Be an active and contributing team member • Behave in a manner that respects the rights of others including the right to learn 	<ul style="list-style-type: none"> • Act quickly to address social media issues that affect staff, students or families. • Adhere to the Australian Professional Standards for Teachers • Practise the School Wide Pedagogies – New ASOT • Individual circumstances taken into consideration • Work closely with families to accommodate their personal needs, including work commitments, finances and family structure 	<ul style="list-style-type: none"> • Follow up/participate in referrals with community/outside agencies • Support your child to meet the learning and behavioural expectations at school • Actively support school initiatives • Actively promote positive interactions with school personnel
Growth	<ul style="list-style-type: none"> • Pursue own personal excellence • Be an active and contributing team member • Respect/Consideration • Communicate with others openly, honestly and with respect • Express opinions & differences fostered by non-threatening supportive environment • Access outside agencies • Use appropriate language • Display honesty and reliability • Be a role model for other students • Set goals • Develop resilience to effectively deal with problems and issues as they arise 	<ul style="list-style-type: none"> • Create opportunities for student participation in variety of school aspects • Respect/Consideration • Positive support and acknowledgement of students • Pursue own professional excellence • Contribute to the strategic development of the school • Fair consistent mediation processes available to all • Encourage all to express opinions and differences fostered by non-threatening supportive environment • Set high but realistic standards • Generate a positive, caring environment • Be a positive role model • Reflect on practice and strive for continuous improvement • Provide inclusive and engaging curriculum and teaching • Provide the opportunity for all students to learn 	<ul style="list-style-type: none"> • Be aware of school policies and support school in maintaining a positive school environment • Work with staff to follow up concerns regarding students • Share relevant information about your child's learning, social and behavioural needs with school staff. • Develop positive relationships with school community based on mutual respect • Encourage children to accept responsibility for their learning and behaviour • Foster safe environment that supports many and varied opinions • Encourage participation in education and cultural activities
Gratitude	<ul style="list-style-type: none"> • Make use of available opportunities • Care of facilities and equipment • Enjoy positive relationships with others • Accept the diversity of backgrounds and cultures that create our community • Access to services, resources, programs and opportunities regardless of race, sex, religion, age etc. • Demonstrate respect for themselves, members of the school community and the school environment 	<ul style="list-style-type: none"> • Care of facilities and equipment • Be aware of and support vision and values of school • Maintain confidentiality about information relating to your student and their family. • Support colleagues to achieve successful outcomes • Be an active and contributing team member • Welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events 	<ul style="list-style-type: none"> • Care of facilities and equipment • Support the vision and values of the school and its Student Code of Conduct • Respect the obligation of staff to maintain student and family privacy. • Respect school, student and staff privacy in your online communications. • Take a positive, solution-focused approach to resolving complaints • Respect diversity • Help your child to see the strengths and benefits in diversity and difference in their classmates. • Recognise people are different and will be non-judgemental, fair and equitable to others in the school community.

Differentiated and Explicit Teaching

Rochedale State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Rochedale State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Rochedale State High School to provide focused teaching. Student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focus sed teaching
- require intensive teaching.

Rochedale State High School has a range of Student Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Corrective Reading and targeted literacy support
- Peer buddy mentors and Acting Against Bullying mentors
- Aspire, Elevate, Radiance, Top Blokes, Deadly Choices, Rock & Water, Shine, StreetWise

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Rochedale State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school Principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as Deputy Principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

The disciplinary consequences model used at Rochedale State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

The class teacher provides in-class (eg Effective Skills for Classroom Management) or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions

- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention
- Referral to the curriculum Head of Department

Focussed

The class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Individual student behaviour support strategies (e.g. Student behaviour monitoring plan)
- Targeted skills teaching in small group
- Temporary removal of student property (e.g. mobile phone)
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Teacher coaching and debriefing
- Referral to Student Services for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Warning Cancellation of enrolment for students older than compulsory school age who are failing to participate in the educational program provided at the school.

Intensive

The school leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Personalised Learning Plan
- Discipline Improvement Plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Rochedale State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Rochedale State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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.

Behaviours	Consequences – Including but not limited to (These processes are not necessarily in the order in which action is taken)
Inappropriate classroom Behaviours (minor)	<ul style="list-style-type: none"> 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.
Ongoing / Persistent inappropriate classroom behaviours (minor)	<ul style="list-style-type: none"> The teacher will refer student to the curriculum Head of Department. Persistent re-offending will result in referral to sub-school Administration team. 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 <i>Whether dropped by an individual or surrounding a group of students</i>	<ul style="list-style-type: none"> Student/s will be requested to pick up litter by teachers on playground duty. Refusal to comply with request will be regarded as wilful 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	<ul style="list-style-type: none"> Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it. The student may be asked to apologise to the offended party. to move away, participate in remediation, do community service or detention. Possible suspension for repeated behaviour or constitutes other behaviour as well.
Verbal Misconduct Deliberate or persistent at persons	<ul style="list-style-type: none"> Immediate referral to Administration. Consequence will likely be detentions, suspension or Discipline Improvement Plan. Possible mediation with staff member or affected students upon return to school. Ongoing verbal misconduct will be treated as wilful disobedience. <p>Rochedale State High School does not tolerate swearing and inappropriate language towards or in interactions with staff or students</p>
Late to class	<ul style="list-style-type: none"> 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 or suspension (if chronic). Post-compulsory students may face Cancellation of Enrolment for persistent failure to attend class on time

Behaviours	Consequences – Including but not limited to (These processes are not necessarily in the order in which action is taken)
Damaging/destroying property or environment including graffiti (or intent to damage or destroy) Minor damage	<ul style="list-style-type: none"> • Parent / guardian will be notified. • Damage will be repaired / rectified at student's or parent's / guardian's expense. • Rectification works (if applicable) will occur in the student's own time (eg lunch). • Student will undertake school community service or detention / withdrawal for a period of time determined by administration, or and possible suspension/exclusion.
Major Damage / Animal cruelty	<ul style="list-style-type: none"> • The student may be suspended or excluded from school. • Major damage/graffiti will result in referral to police • Harm to wildlife or animals will result in referral to RSPCA and QPS.
Stealing (or intent) or Interfering (or intent) with the property of others	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. <p style="text-align: center;">Rochedale State High School does not tolerate physical violence.</p>
Inappropriate behaviour / dress on trips / camps / excursions / work experience / TAFE / SATs	<ul style="list-style-type: none"> • 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 on 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	<ul style="list-style-type: none"> • Continued failure to comply with a reasonable request or instruction will result in parental contact and either detention, Discipline Improvement Plan, suspension or exclusion • Referral to Student Services and support meetings – STAR.
Leaving school grounds without permission	<ul style="list-style-type: none"> • Member of administration will be informed. • Parent/guardian will be notified. • The student may spend their breaks under the supervision of Administration. • Students maybe placed under attendance monitoring process for a set period of time. • Possible afternoon detention or suspension. • Persistent offences will be treated as wilful disobedience.
Truancy	<ul style="list-style-type: none"> • 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.

Behaviours	Consequences – Including but not limited to (These processes are not necessarily in the order in which action is taken)
Failure to complete assessment OR Academic cheating / plagiarism	<ul style="list-style-type: none"> • 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 lunch detention, 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	<ul style="list-style-type: none"> • Recording device confiscated or student sent to hand device in to the school office (receipt issued). Collection at end of school day from office upon presentation of receipt. • Students will be required to delete the offending media. • Depending on the nature of the recording, other behaviours in the Student Code of Conduct will be considered (eg recording maybe used to cyberbully/harass). • Student may be given detention or suspended. • Repeat offence will be treated as wilful disobedience.
Inappropriate use of Mobile phones or Personal Technology Devices in the classroom or outside the classroom	<ul style="list-style-type: none"> • 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 and anywhere outside of the classroom). • 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 confiscated, student will likely be suspended (the matter is treated as wilful disobedience). • Further breaches will be treated as wilful disobedience.
Failure to wear correct school uniform	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • If a student is caught, or suspected of, smoking cigarettes or vaping (e-cigarette), he / she will be the student will be escorted to a member of Administration (where possible) and the matter promptly investigated. • Students will be withdrawn from classes whilst incident is investigated. • If a student is found to have smoked cigarettes or vaped (e-cigarette), he / she will be suspended or given afternoon/lunch detentions. • Parents / Guardians will be notified. • Offending items will be confiscated and parents' decision to collect or dispose. • Persistent offenders will face suspensions or exclusion. • Students who are in the company of students smoking cigarettes or vaping (e-cigarette), 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.	<ul style="list-style-type: none"> • If a student is suspected of being in possession of cigarettes/e-cigarettes, the student will be escorted to a member of Administration (where possible) and the matter promptly investigated. Students will be withdrawn from classes whilst incident is investigated. • If cigarettes/e-cigarettes are found in the student's possession), he / she will be suspended or given afternoon/lunch detentions. • Parents / Guardians will be notified. • Offending items will be confiscated and parents' decision to collect or dispose. • Persistent offenders will face suspensions or exclusion.
Behaviour that brings the reputation of the school into disrepute	<ul style="list-style-type: none"> • Students can expect to be suspended or recommended for exclusion if acting in a way that brings the school into disrepute or affects the good order and management of the school.

Behaviours	Consequences – Including but not limited to (These processes are not necessarily in the order in which action is taken)
Harassment / Threats / Bullying– Verbal, physical, sexual, racial, psychological (including cyber-bullying)	<ul style="list-style-type: none"> • If applicable, parents and/or students will ensure that inappropriate materials are removed from public view or from the internet or any electronic device. • Students may be withdrawn from classes or breaks for a specified number of days. • Parent / guardian will be notified. • Mediation, detention, warnings, reparations can be expected in the first instance, but accompanying behaviours will be dealt with according to Responsible Behaviour Plan for Students. • Persistent offenders can expect Discipline Improvement Plan, suspension or exclusion from school. • Possible referral to Qld Police Service, where appropriate. • 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.) <p style="text-align: center;">Rochedale State High School does not tolerate bullying or cyber-bullying.</p>
Inappropriate use of technology <i>Inappropriate email use</i> <i>Visits to inappropriate Internet sites or downloading of inappropriate material.</i>	<ul style="list-style-type: none"> • Removal of network/internet access for a period of time determined by Administration • Students will be withdrawn from classes in isolation whilst incident is investigated. • Parents/guardians will be notified. • Students removed from the subject, placed on detention and/or be suspended or suspended with a recommendation for exclusion.
<i>Upload of inappropriate files to network OR installation of games on network or local computer hard drive OR installing alternative operating systems</i>	<ul style="list-style-type: none"> • Files will be removed without notice where necessary. • Removal of network/internet access for a period of time determined by Administration • Students will be withdrawn from classes in isolation whilst incident is investigated. • Parents/guardians will be notified. • Student may also be removed from the subject, placed on detention and/or be suspended or suspended with a recommendation for exclusion.
<i>Attempts to gain unauthorised access to any part of the Network systems (eg. Use of another's login without permission)</i>	<ul style="list-style-type: none"> • Removal of network/internet access for a long period of time (eg minimum a term) as determined by Administration • Students will be withdrawn from classes in isolation whilst incident is investigated. • Parents/guardians will be notified. • Student will be suspended or suspended with a recommendation for exclusion.
<i>Attempts to gain unauthorised access to any part of the Network systems eg. 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.</i>	<ul style="list-style-type: none"> • Removal of network/internet access for a long period of time (eg minimum a term) as determined by Administration • Students will be withdrawn from classes in isolation whilst incident is investigated. • Parents/guardians will be notified. • Student will be suspended or suspended with a recommendation for exclusion.
Placing inappropriate or abusive material about students, staff or school in the school or public domain, including the internet.	<ul style="list-style-type: none"> • Students will be instructed to remove the offensive/inappropriate material from public view or the Internet. Parent/Guardians to organise this. • Parent/Guardians will be notified. • Qld Police Service will be notified where appropriate • Students can expect to be suspended from school or suspended with a recommendation for exclusion from Rochedale SHS.
Contacting media outlets without the authorization of the Principal	<ul style="list-style-type: none"> • 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.

Behaviours	Consequences – Including but not limited to (These processes are not necessarily in the order in which action is taken)
Parking vehicles in School grounds	<ul style="list-style-type: none"> • Students may only park in designated area of school or on Priestdale Road. • 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 • Students who park their vehicles in non-designated areas of school grounds will be asked to move their vehicle. • Incidents of students breaking traffic laws will be referred to QPS
Acting in a way that endangers self or others	<ul style="list-style-type: none"> • Parent/guardian contacted • Referral to Student Support Services and/or external agencies as appropriate • Detention, suspension or recommendation for exclusion from Rochedale SHS.
Inappropriate behaviours when in/using school toilets	<ul style="list-style-type: none"> • Students have been and are regularly informed that students are to not congregate within or around the toilets at school. • Students are to use the cubicles in singular fashion (two or more persons in a toilet cubicle is not allowed). • Students are to not eat or drink in the toilets (unhygienic). • Students are encouraged to report damage and vandalism ASAP so that the facilities remain open for students use as much as possible. • Students found damaging or vandalising toilets will be treated per destroying or damaging property. • Students who engage in misconduct as stated above can expect to have detention or suspension. • Parents / Guardians will be notified as soon as practicable where appropriate. • Repeated inappropriate behaviours in/around the toilets will be treated as wilful disobedience.
Inappropriate behaviours travelling to and from school	<ul style="list-style-type: none"> • Transport operators inform the school and may impose sanctions on student as per Code of Conduct for Students Travelling on Buses (July 2014). • Parents / Guardians will be notified as soon as practicable. • Consequences will apply according to the behaviour exhibited and the Responsible Behaviour Plan.
Possession and/or use of prohibited items on school grounds, or while away on a school organised activity; whilst in school uniform or while easily identifiable as a Rochedale State High School student	<ul style="list-style-type: none"> • 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 hand over the prohibited item or empty their bag. • If prohibited items are found in the student's possession, they will be confiscated, and parents/guardians will be notified. • Students will be withdrawn from classes whilst the incident is investigated. • Qld Police Service will be notified of confiscated illegal items → handed to the QPS. • Students can expect to have afternoon detention, suspended, or suspended with a recommendation for exclusion from Rochedale SHS for incidents of possession of prohibited items.
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	<ul style="list-style-type: none"> • If a student is suspected of supplying drugs or alcohol, or any substance purported to be a drug or alcohol, at school (or school event), the student will be escorted to the office, where he / she will be asked to empty his / her bag. Any found items will be confiscated. • Students will be withdrawn from classes and isolated whilst incident is investigated. • Parents / guardians will be notified as soon as practicable. • Qld Police Service will be notified and confiscated illegal items handed to the QPS. • Students supplying any drugs or alcohol, or any substance purported to be a drug or alcohol can expect to be suspended, or suspended with a recommendation for exclusion from Rochedale SHS. • Students who are in the company of those involved in a drug or alcohol related incident can expect similar consequences <p style="text-align: center;">Rochedale State High School does not tolerate drug or alcohol supply.</p>

Behaviours	Consequences – Including but not limited to (These processes are not necessarily in the order in which action is taken)
<p>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</p>	<ul style="list-style-type: none"> • If a student is suspected of being in possession of drugs, drug implements or alcohol, any substance they purport to be a drug or alcohol at school (or school event), the student will be escorted to the office, where he / she will be asked to empty his / her bag. • Parents / guardians will be notified as soon as practicable. • Students will be withdrawn from classes and isolated whilst incident is investigated. • Students in possession of an illegal substance or drug implements, or any substance they purport to be a drug, drug implement or alcohol can expect to be suspended, or suspended with a recommendation for exclusion from Rochedale SHS. • Students who are in the company of those involved in a drug or alcohol related incident can expect similar consequences. • Students attempting to acquire drugs, drug implements or alcohol can expect similar consequences. • Qld Police Service will be notified. <p style="text-align: center;">Rochedale State High School does not tolerate drug, drug implement or alcohol possession.</p>
<p>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</p>	<ul style="list-style-type: none"> • If a student is suspected of being under the influence of an illegal substance or alcohol while at school (or school event), the student will be escorted to the office, where he / she will be asked to empty his / her bag. • Parents / Guardians will be notified as soon as practicable. • The student will be kept at school (separated from the rest of the student body) until taken home by parents/guardians or to medical attention by ambulance. • Where necessary, medical attention will be sought (eg ambulance). • Qld Police Service will be notified where required. • Students who are under the influence of drugs or alcohol at school, or have used drugs or alcohol at school can expect to be suspended, or suspended with a recommendation for exclusion from Rochedale SHS. • Students who are in the company of those involved in a drug or alcohol related incident can expect similar consequences. <p style="text-align: center;">Rochedale State High School does not tolerate drug or alcohol use.</p>
<p>Sexual misconduct including inappropriate touching / 'dacking' / unacceptable moral behaviours (exposure, exhibiting offensive material, soliciting & consorting)</p>	<ul style="list-style-type: none"> • The student will be referred to a member of Administration. • Students will be withdrawn from classes whilst incident is investigated. • Parents / guardians will be notified as soon as practicable. • Possible referral to Qld Police Service if appropriate. • Counselling and/or mediation from Student Services where appropriate • Students can expect to be suspended, or suspended with a recommendation for exclusion from Rochedale SHS for incidents of sexual misconduct • Rochedale State High School does not tolerate sexual misconduct
<p>Dangerous or unlawful behaviour - For example, unsafe behaviour in class or playground, fire, explosions, possession of a weapon or any other item that could be considered a weapon</p>	<ul style="list-style-type: none"> • Staff will take actions required to make the situation safe for all persons (including the perpetrator) in the vicinity. • Items that are considered unsafe will be confiscated. • Students will be withdrawn from classes whilst incident is investigated. • Parents / Guardians will be notified as soon as practicable. • Items considered unsafe will be confiscated for collection by a parent or QPS. • Students may be suspended or recommended for exclusion if acting in a way that endangers themselves or others, or has the potential to do so. <p style="text-align: center;">Rochedale State High School does not tolerate dangerous or unlawful behaviour</p>

Behaviours	Consequences – Including but not limited to (These processes are not necessarily in the order in which action is taken)
Students charged with a criminal offence	<p>If a student is charged with an offence, the Principal will consider whether the student's behaviour constitutes one or more of the following grounds for suspension:</p> <ul style="list-style-type: none"> • the offence is of a serious nature; or • the student is charged with an offence, other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending. <p>In either or both cases the Principal will</p> <ul style="list-style-type: none"> • Notify the parents and the student and invite them to consider the relevant evidence; • Give the student and parent the opportunity to discuss the allegations and respond if they choose; • Verbally notify the student and parent of the suspension and the date on which it will commence; • Arrange for the provision of an educational program for the student while they are suspended; and • Ensure that a regional case manager is allocated to support the student and parents. <p>As soon as the charge is dealt with the Principal may:</p> <ul style="list-style-type: none"> • Decide to propose to exclude the student; • Decide not to propose to exclude the student and notify the student and parent in writing that the suspension has ended.
Students convicted of an offence	<p>If a student is 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 (risk assessment) , the Principal will:</p> <ul style="list-style-type: none"> • Notify the parents and the student and invite them to consider the relevant evidence; • Verbally notify the student and parent of the suspension with a proposal to exclude and the date on which it will commence; • Arrange for the provision of an educational program for the student while they are suspended; and • Ensure that a regional case manager is allocated to support the student and parents. <p>Within 20 school days of giving the student the proposed exclusion notice, the Principal may:</p> <ul style="list-style-type: none"> • Decide to exclude the student; • Decide not to exclude the student and notify the student and parent in writing that the suspension has ended.

School Policies

Rochedale State High School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal or State School staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Rochedale State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

** No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push 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 administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).**

Responsibilities

State school staff at Rochedale State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Rochedale State High School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Rochedale State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Rochedale State High School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Rochedale State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Personal Technology Devices Policy

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones and BYOD devices. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Rochedale State High School has determined that explicit teaching of responsible use of personal technology devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Liability 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, other than their BYOD is not encouraged by the school. This is due to the potential for theft and general distraction and/or disruption to learning that is associated with them.

Expectations for Personal Technology Devices (other than BYOD)

- 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

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.

Responsibilities for use of Personal Technology Devices

The responsibilities for students using personal technology devices at school or during school activities, are outlined below.

It is **acceptable** for students at Rochedale State High School to:

- use BYOD devices at school for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a personal technology device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Rochedale State High School to:

- use a mobile phone or other personal technology devices in an unlawful manner
- use a mobile phone once entering school for the day without teacher permission (after the school day finishes students can use their mobile phone on school site in a responsible manner).
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage IT hardware including computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use a personal technology device 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).
 - vision or audio (eg personal conversations or daily activities) that invades someone's privacy and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
 - inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or social media)
 - events in class or school activities unless express consent is provided by the Administration
 - even where consent is obtained from an individual 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, including racial and sexual harassment, or where such intent a reasonable person would conclude that such outcomes may have or will occur.
- take into or use a mobile phone or other personal technology device/s (including those with Bluetooth functionality) to cheat during exams or assessments unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in accordance with the requirements of the Rochedale State High School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities via BYOD or school provided device
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - schools may remotely access departmentally owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access or more serious consequences
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care but avoiding or reducing access to harmful information also requires responsible use by the student.

Breaches of Personal Technology Device Policy

Any student who uses a personal technology device (including mobile phone) in a manner that is deemed unacceptable (as stated in this policy) will be subject to disciplinary consequences according to the Student Code of Conduct. If the breach is against the law and detected by the school, this will result in a referral to the Queensland Police Service (QPS) for their investigation.

Confiscation of Personal Technology Devices

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 OR students may be directed to hand the item themselves to Administration. 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 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 Student Code of Conduct.

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.

Persistent Breaches of Personal Technology Device Policy

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

Students who have a personal technology device confiscated will incur the following consequences:

- | | |
|--------------------------|--|
| <i>First offence:</i> | Returned to student at end of day and SMS to parent |
| <i>Second offence:</i> | Phone call to parent and student referral to Dean, HOD or Deputy Principal |
| <i>Further offences:</i> | Subject to further disciplinary consequences for non-compliance according to the Student Code of Conduct |

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

Preventing and Responding to Bullying

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.

At Rochedale State High School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, the school will 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.

Rochedale State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Rochedale State High School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council meeting are the core elements of the Australian Student Wellbeing Framework:



A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Rochedale State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Rochedale State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The flowchart on the next page explains the actions Rochedale State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Student Intervention and Support Services

Rochedale State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying. Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Services section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Rochedale State High School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Rosedale State High School- Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

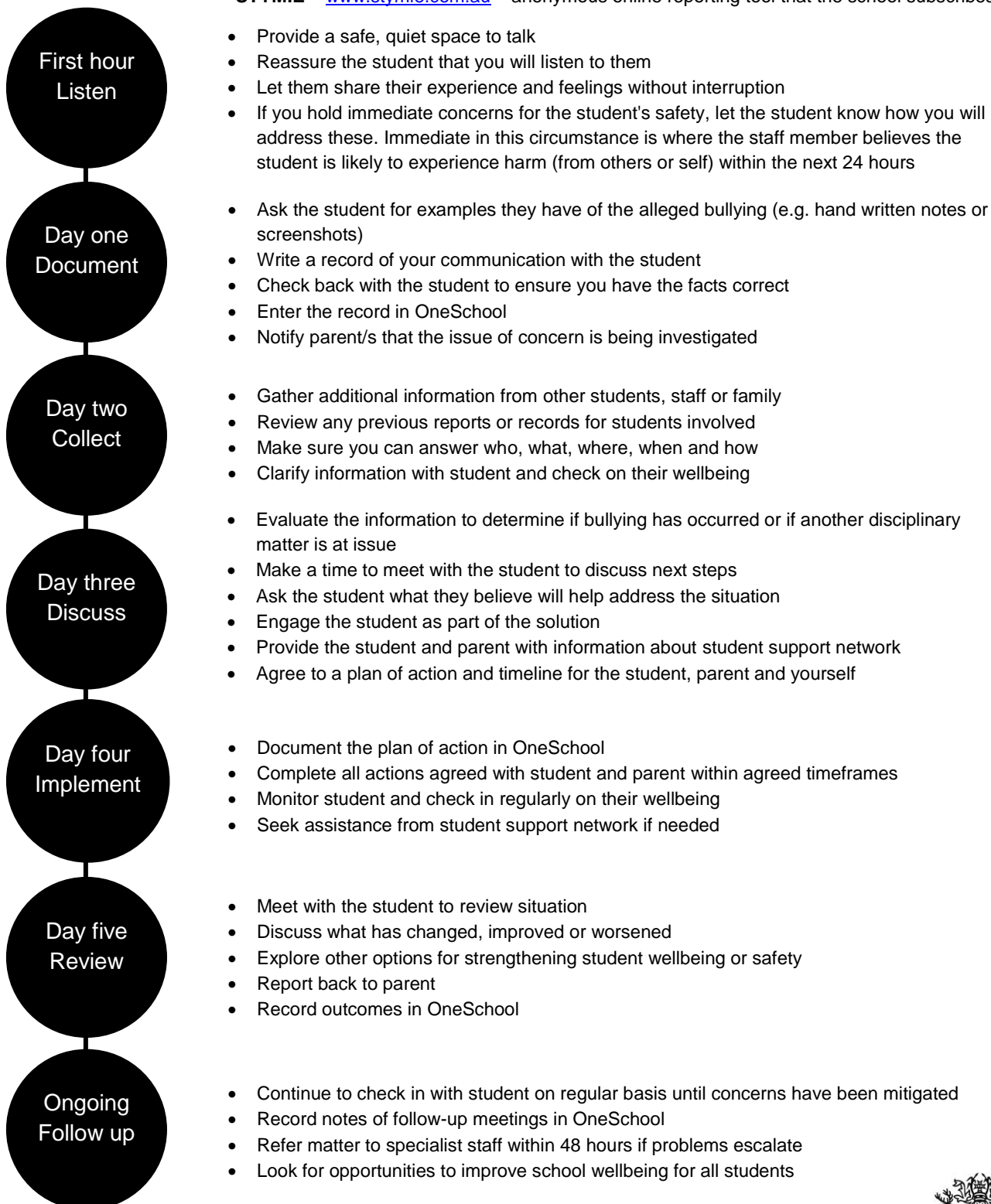
Key contacts for students and parents to report bullying:

Year 7 to Year 9 – Teacher, Dean of Students – Junior or Junior Secondary HOD

Year 10 to Year 12 – Teacher or Dean of Students – Senior or Senior Secondary HOD

All Year Levels – Student Services including Guidance Officer, School Chaplain

STYMIE – www.stymie.com.au – anonymous online reporting tool that the school subscribes to



Cyberbullying

Cyberbullying is treated at Rochedale State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the form class teacher, Dean of Students or Student Services. There is also a dedicated senior leadership officer, Head of Department – Junior Secondary or Senior Secondary, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Rochedale State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Administration.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more [information about cybersafety](#), or for assistance with issues relating to online behaviour, contact the [team](#).

Rosedale State High School- Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

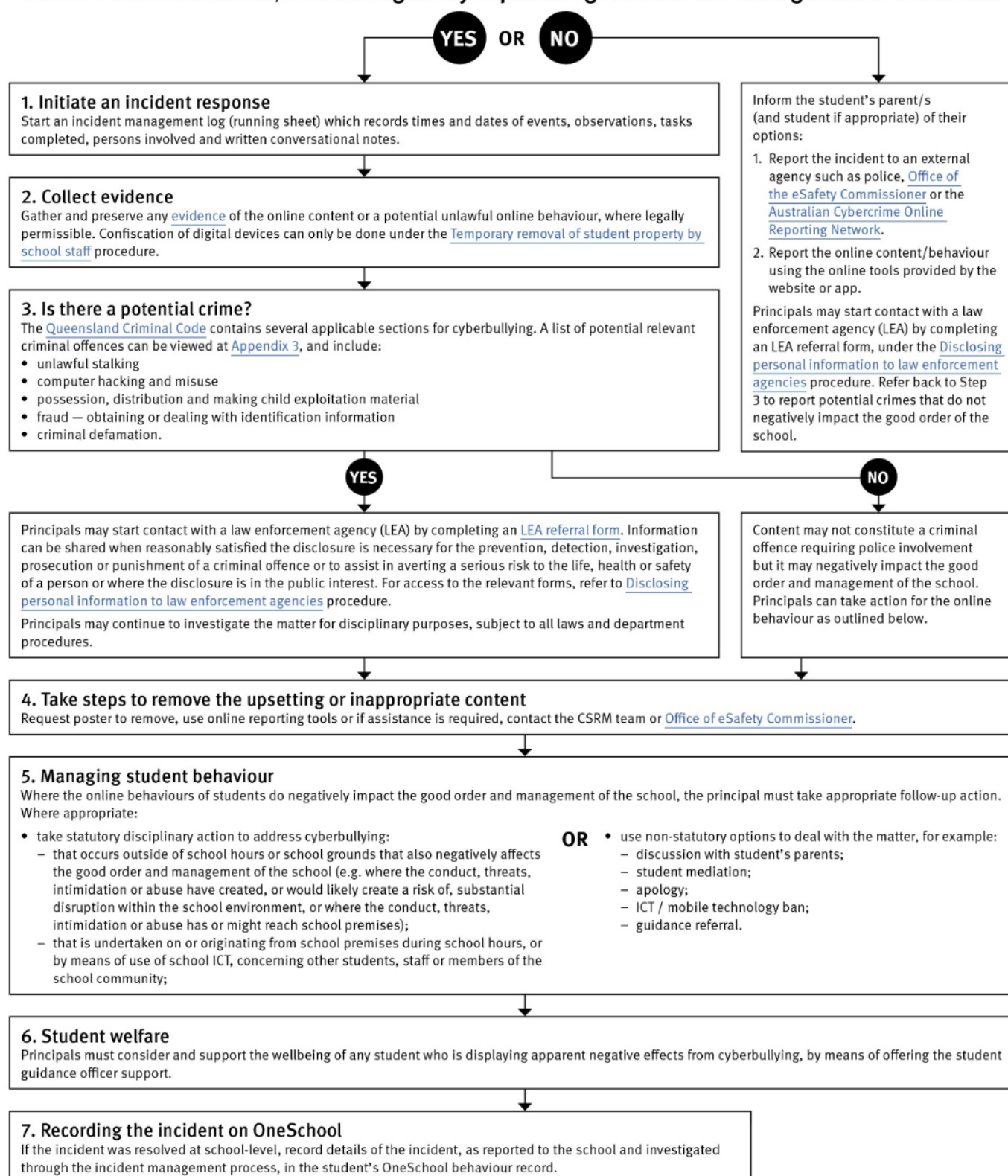
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSR) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?



Rosedale State High School– Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Rosedale State High School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

ANTI-BULLYING COMPACT

We agree to work together to improve the quality of relationships in our community at Rosedale State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records); and
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

ANTI-BULLYING AGREEMENT

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student Name: _____ Date: _____

Signature: _____

Parent/Guardian Name: _____

Signature: _____

School representative signature: _____

Appropriate Use of Social Media Policy

Rochedale State High School recognises that the internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system. This policy reflects the importance of students and parents at Rochedale State High School engaging in appropriate online behaviour.

Role of social media

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- 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. Be mindful of the personal information you choose to share.
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- Users need to remember that the internet is a free space and many social media sites and apps 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 a user places information and/or pictures online, they have little to no control over how that content is or could be used.
- The internet reaches a global audience. Even if a user thinks that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

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 or community member 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, 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).

Recording Private Conversations and the Invasion of Privacy Act 1971 (Qld)

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.

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.

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. A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

Rochedale State High School will not become involved (in regards to disciplinary action) 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 online conflict occurs between a student of the school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve. However, the school will assist in supporting the student and family to maintain their education and possible resolution to the incident.

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.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at Rochedale State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's [Restrictive practices procedure](#) is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the [Restrictive practices procedure](#).

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

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

Related Procedures and Guidelines

These are related [procedures or guidelines](#) which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Rochedale State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).