



Rosewood State High School

# Student Code of Conduct 2020 -2023

## *Every student succeeding*

*Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.*

Queensland Department of Education  
State Schools Strategy 2019-2023

## Purpose

Rosewood State High School is a Positive Behaviour for Learning school. We are committed to providing a Respectful, Safe, Learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. In order to enhance and support quality learning at Rosewood State High School, a Student Code of Conduct for students has been formulated. We believe this plan establishes the principles for developing a positive school culture that:

- Knows that the actions and behaviours of each of us confirm that we belong, believe and achieve
- Produces adaptable, resilient, confident, creative and enterprising students
- Provides an opportunity for all students to reach their learning potential
- Recognises individual needs and differences and fosters mutual respect
- Assists students who exhibit challenging behaviours to accept responsibility for their actions
- Document why it is important to ensure students are provided with a safe and supportive learning environment.

## Contact Information

Postal address:	46 Lanefield Road, Rosewood 4340
Phone:	07 5461 9400
Email:	principal@rosewoodshs.eq.edu.au
School website address:	www.rosewoodshs.eq.edu.au
Contact Person:	Nicole Sherlock

## Endorsement

Principal Name:	Nicole Sherlock
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	
P/C President and-or School Council Chair Signature:	
Date:	

# Contents

## Contents

Purpose .....	2
Contact Information.....	2
Endorsement.....	2
Contents.....	3
Principal's Foreword .....	4
Whole School Approach to Discipline .....	5
Consideration of Individual Circumstances .....	7
Differentiated and Explicit Teaching.....	8
Focused Teaching.....	13
Intensive Teaching .....	13
Disciplinary Consequences.....	14
Universal behaviour support .....	14
Reinforcing expected school behaviour.....	15
Responding to Unacceptable Behaviour.....	16
Re-directing Universals (low-level and infrequent problem behaviour): .....	16
Targeted Behaviour Support.....	20
School Disciplinary Absences .....	20
Re-entry following suspension.....	21
School Policies.....	21
Temporary removal of student property.....	21
Responsibilities .....	22
Use of mobile phones and other devices by students.....	23
Preventing and responding to bullying.....	24
Bullying.....	26
Wellbeing Centre .....	28
Cyberbullying .....	33
Rosewood State High School - Cyberbullying response flowchart for school staff.....	34
Cybersafety and Reputation Management (CRM).....	35
Student Intervention and Support Services.....	35
Appropriate use of social media .....	36
Is it appropriate to comment or post about schools, staff or students?.....	36
Possible civil or criminal ramifications of online commentary .....	36
What about other people's privacy? .....	37
What if I encounter problem content? .....	37
Restrictive Practices .....	38
Critical Incidents.....	39

## Principal's Foreword

All areas of Rosewood State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL). PBL provides a framework for enhancing the adoption and implementation of continuum based interventions to achieve academically important outcomes for students.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Rosewood 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 key concepts to teach and promote our high standards of responsible behaviour:

- **Achievement** (Positive Accomplishments & Positive Purpose)
- **Effort** (Positive Engagement & Positive Emotions)
- **Respect** (Positive Relationships)

# Whole School Approach to Discipline

At Rosewood State High School we seek to create and maintain supportive and safe learning environments. Rosewood State High School is a PBL school which is an evidence-based whole school process to improve learning outcomes for all students. PBL supports the Rosewood State High School community to work together to ensure that every day, in every classroom, every student is learning and achieving. It also supports the community to work collaboratively to assist students to become enterprising, resilient, creative, adaptable, confident individuals.

At Rosewood State High School we have embraced PBL as an evidence-based framework for facilitating high standards of behaviour through:

- Developing a common purpose and approach to behaviour management.
- Clarifying and clearly communicating expected behaviours: A matrix has been developed (overleaf) that provides clear expectations appropriate to specific environments under the overarching headings of safe, respect, learn. This key message is displayed throughout the school.
- Explicitly teaching expected behaviours: Expectations outlined in the matrix are taught to students in a similar manner to the teaching of academic skills as we can't expect students to demonstrate skills without appropriate instruction.
- Encouraging expected behaviours by acknowledging it: Focusing on appropriate demonstrated behaviours has been proven to result in an increase in these behaviours.
- Discouraging inappropriate behaviours through consistent responses and consequences: Ensuring that high expectations are upheld and logical consequences are applied where necessary.
- Developing and enacting a process for ongoing monitoring of student behaviour: Reviewing and using behaviour data in a proactive manner helps to ensure we are addressing the needs of our school community.
- Community involvement: All community members are encouraged to contribute through participation at meetings and providing feedback through other avenues.

The Behaviour Expectation Matrix of Rosewood State High School encapsulates our key expectations of all teachers, students and the wider community.



## Behaviour Expectation Matrix



	ALL AREAS	CLASSROOM	TUCKSHOP	HALL/ASSEMBLY	EXCURSIONS/BUSES	TO/FROM SCHOOL	WALKWAYS
<b>EFFORT</b> POSITIVE ENGAGEMENT POSITIVE EMOTIONS	<p>Use appropriate verbal and non-verbal language</p> <p>Ask for assistance from staff and peers when required</p>	<p>Have equipment ready for the lesson</p> <p>Be an active participant and attempt all tasks</p>		<p>Engage in only school approved activities</p> <p>Silently listen to the speaker</p> <p>Support all presenters and recipients using appropriate manners</p>		<p>Behave appropriately in the wider community</p>	
<b>RESPECT</b> POSITIVE RELATIONSHIPS	<p>Follow staff instructions and directions</p> <p>Be polite and use manners to staff, each other and members of the school community</p> <p>Respect the property of the school and environment</p> <p>Be respectful to other students needs</p> <p>Keep hands off others and their belongings</p> <p>Put rubbish in the bin</p> <p>Obtain permission to leave designated areas</p>	<p>Arrive at class, line up, enter and exit rooms in an orderly fashion</p> <p>Use school equipment and resources appropriately</p> <p>One person speaking at a time</p>	<p>Line up in an orderly fashion</p> <p>Place bags in the designated area</p>	<p>Acknowledge events appropriately</p> <p>Keep walkways clear of bags</p> <p>Play games and use equipment appropriately</p>	<p>Follow instructions from all supervisors of activities</p> <p>Follow transport and venue code of conduct</p>	<p>Adhere to road safety rules/laws at all times</p>	<p>Move directly to your destination</p>
<b>ACHIEVEMENT</b> POSITIVE ACCOMPLISHMENT POSITIVE PURPOSE	<p>Be organised and punctual for all school activities</p> <p>Wear the correct uniform appropriately, adhering to school uniform policy</p> <p>Keep your school and environment clean and tidy</p> <p>Play sports and games in appropriate areas</p> <p>Stay within in-bounds areas</p> <p>Mobile phones, electronic devices and/or accessories to stay silent and out of sight</p>	<p>Fulfil Learning Intention and Success Criteria</p> <p>100% completion of assessment including quality drafts handed in by the due date</p>	<p>Have enough money to purchase items before you line up</p> <p>Stay in the queue in the order you arrive</p>	<p>Enter only when instructed</p> <p>Ensure you are in straight, alphabetically correct lines in your designated area</p>	<p>Hand in your permission note and pay by the due date to the Student Services window</p> <p>Represent the school within the wider community appropriately</p>	<p>Bring only suitable items to school</p> <p>Follow sign in/sign out procedures</p>	<p>Keep walkways/staircases clear at all times</p>

## Consideration of Individual Circumstances

Our school constantly uses a diverse range of data to cater for students' individual circumstances. From this data the school utilises a range of student plan documents as ways to support students. Depending on the specific needs of an individual student, and the intent of the plan, a student plan may comprise of one or a combination of several focus areas. At Rosewood State High School, a student's behaviour history, disability, mental health and wellbeing, home environment and care arrangements are always considered when making a disciplinary consequence.

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Rosewood State High School considers the individual circumstances of students when applying support and consequences by:

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

A student plan at Rosewood State High School may consist of a Personalised Learning Plan, Individual Curriculum Plan, Health Management and /or Support Provisions. All Student Plans involve identifying characteristics and analysing these characteristics in order to plan appropriate responses. At Rosewood State High School, all plans are collaboratively planned through consultation with all stakeholders are recorded and accessible on One School.

At Rosewood State High School, all staff implement the following proactive and preventative processes and strategies to support student behaviour:

- Positive behaviour is acknowledged and reinforced;
- Students have behaviour expectations explained during student enrolment/induction to the school and at the beginning of each school year;
- Behaviour expectations are communicated frequently and are highly visible in the school community. Behaviour expectations are displayed in all classrooms and referred to as required during classes
- PBL team members' regular provision information to staff and parents, and support others in sharing successful practices.
- Individual support profiles developed for students with high behavioural needs, enable staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Student Plans are discussed with individual teachers and specific student behaviours across the school are identified and presented at staff meetings and PBL meetings
- Individual student disciplinary consequences are confidential and are only discussed with student and parents.

## Differentiated and Explicit Teaching

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

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

- Teaching expectations during all classes with explicit instruction in (Achievement, Effort and Respect lessons)
- Publication in the student diary and school website
- PBL Expectations are presented at school assemblies/year level parades/ prior to attending excursions
- Use of Behaviour Focus posters on all classroom whiteboards
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities. (VIVO Rewards)

At Rosewood State High School, all staff, students and the wider community are exposed and explicitly taught the behaviour expectations which clearly define the behaviour and whether it is a minor or major behaviour.



## MAJORS AND MINORS

Behaviour	Definition	Trivial <i>Teacher managed</i>	Minor <i>Teacher managed</i>	Major <i>HOD and Admin assisted</i>
Bullying/Harassment	Any unwanted persistent physical, verbal, and/or emotional annoyance with the intent to cause harm either physically or emotionally ( <i>that is reported</i> )	One off teasing or name calling	Persistent teasing or name calling that can easily be ignored	Continued teasing or name calling that causes the individual to be emotionally upset about or distressed over e.g., continued exclusion out of a group, gang mentality, going out of ones way to inflict verbal taunts to another, rumours/gossip of another student
Defiant/threats to adults	Refusal to comply with a reasonable request and/or instruction	A refusal to comply with a reasonable request and/or instruction	Repeated refusal to comply with a reasonable request and/or instruction	Continued refusal to comply and/or accompanied by verbal abuse or aggressive physical gestures
Disruptive	Behaviour causing an interruption in a class, school routines or school activity	Petty interruptions – e.g., joke telling, noise making, getting out of a chair without purpose	Repeated noise making that causes irritation of others and/or irrelevant questions/statements, or movement around the room causing disruption e.g., continuous whistling, tapping, rocking chairs/tables	Disruptive behaviour that is causing significant impact or stopping the progress on learning/teaching  Loud talk, yelling, screaming; noises with materials; horseplay/rough-housing
Dress Code	Refusing to wear Personal Protective Equipment (PPE) – e.g., footwear and eye protection		Student has not worn appropriate PPE to the practical lesson	Persistently refusing to comply with wearing PPE
IT misconduct	The use of technology in a way that is used for bullying/ harassing/ threatening others.  See school policy re. mobile phones and BYOD.	MP3/iPod/DS games to be sent to the office and returned by end of day.	<i>Misuse</i> - Accessing inappropriate websites (non- curriculum sites/games or without permission), using other people's passwords, accessing technology equipment without permission or altering the equipment setup.	<i>Abuse</i> Accessing inappropriate websites (such as pornography), using technology to harass or bully others, and/or mobile phones not turned off, in the bag or handed in at the office.

Behaviour	Definition	Trivial <i>Teacher managed</i>	Minor <i>Teacher managed</i>	Major <i>HOD and Admin assisted</i>
Late	Demonstrating persistent behaviours of arriving past the bell/line-up		Arriving up to 15 minutes past the second bell without an administration attendance slip	Persistently arriving up to 15 minutes past the second bell without an administration attendance slip or permission from a staff member
Lying/Cheating	Referring to assessment ONLY – indications of plagiarism in final submission			Evidence the work has been blatantly copied from other sources.
Misconduct Involving Object	Student is in possession of any weapon/equipment or item readily capable of causing bodily harm		Using items inappropriately that may cause harm to others and/or using school equipment to fashion items that could be used as a weapon	Possession, handling, transmitting, using or attempting to use a weapon/ items in school buildings on school grounds at any time, or off the school grounds at a school sponsored activity, function or event that cause significant harm to others .
Non-compliant with routine	<b><i>Out of Bounds</i></b> Areas that are designated as unsafe or outside direct supervision	Retrieving a ball within the school grounds that is out of bounds or out of school grounds that doesn't pose a safety risk, or where the students return to designated area when asked	Areas that have been closed and students are caught in that area	Leaving the school grounds without permission with the intent to abscond/truant
	<b><i>Transport</i></b>		Riding of scooters/bikes/skateboards in the school grounds	Repeated riding of scooters/ bikes/ skateboards in the school grounds
	<b><i>Non-negotiables</i></b>	Failure to adhere to non-negotiables	Repeated refusal to adhere to non-negotiables after redirection	
	<b><i>Refusal to complete detention</i></b>			Student refuses to attend or complete the requirements of the detention
Other conduct prejudicial to the good order and management of school	<b>ADMIN USE ONLY</b>			

<b>Behaviour</b>	<b>Definition</b>	<b>Trivial <i>Teacher managed</i></b>	<b>Minor <i>Teacher managed</i></b>	<b>Major <i>HOD and Admin assisted</i></b>
Physical misconduct	Any incidence in which a student engages in inappropriate physical contact with another student and/or staff member.	Accidental contact, or petty non-consensual contact	Continued non-consensual horseplay, pinching, non-aggressive poking and tapping, chasing, shoving.	<i>Fighting/Physical Aggression</i> Punching, biting, hitting, kicking, grabbing, choking, head butting at others that involves contact to another. Spitting and snorting at others. Any intimidation through sexual connotations. Severe intensity of fighting (e.g., gang mentality) – Police will be notified. Sexual misconduct (if in doubt see Principal or Family Planning Traffic Light Systems– notification through department of child safety (SP-4))
Possess prohibited items	Being in possession of, but not limited to, the following examples: Shanks, lasers, weapons, knives, sling shots, fire arms, and aerosol cans.			<i>As per definition</i>
Prohibited Items	<b>DO NOT USE</b>			
Property misconduct	The malicious, intentional defacing or damaging of public or private property that impairs its usefulness	Breaking own pencils/pens and ripping own books	Repeated actions of property damage where the property can be rectified by replacing or restoring to the properties usefulness e.g., pencil drawing on the desk/walls	<i>Vandalism</i> An action that makes an item useless or costly to repair e.g., a broken window, painted graffiti, holes in the wall, slashing furniture
Refusal to participate in a program of instruction	Blatant refusal to participate in classroom instruction	Student back on task after redirection	Deliberately not completing class tasks and following class routines	Deliberately not completing class tasks and following class routines. This becomes a major when there have been at least 3 contacts home and students are at risk of failing.
Substance misconduct involving illicit substances.	<i>Drugs</i> Student is under the influence of or is in possession of illegal drugs or paraphernalia relating to drug use.			Using, possessing, selling or distributing drugs in school buildings or on school grounds at any time, in school vehicles or buses or at any school sponsored activity, function, event both on or off school grounds

<b>Behaviour</b>	<b>Definition</b>	<b>Trivial <i>Teacher managed</i></b>	<b>Minor <i>Teacher managed</i></b>	<b>Major <i>HOD and Admin assisted</i></b>
Substance misconduct involving tobacco and other legal substances	Students in possessions of or using tobacco, alcohol, prescription drugs.	Students in possession of or consuming energy drinks		Cigarettes, cigars, or smokeless tobaccos product, possessing, consuming or being under the influence of alcohol
Third minor referral	<b>DO NOT USE</b>			
Threat/s to others	A statement of an intention to inflict pain, injury, damage, or other hostile action on someone.		Threats made but not directly toward a student or teacher.	Aggressive threatening behaviour directly to a student or staff member with the intention to cause physical or psychological harm.
Truant/skip class	Student leaves class/school without permission, or stays out of class/school without permission <b>See Truancy Flowchart</b>		Leaving the classroom without permission (or an exit card) and is not within clear view. The student returns to class.  Class teacher is notified by another staff member that the student was out of class.	Leaving the school grounds or set off for school and does not arrive.  Does not attend class, or stays out of class on the school grounds without anyone knowing where they are, causing a disruption to the school routine.
Verbal misconduct	Any spoken, written, or non-verbal communication that insults, mocks, belittles, or slanders another person.		Put-downs, taunts, or slurs of an offensive nature, directed at an individual without meaning offence or within general conversation. Offensive communications targeting race, gender, religion and disability.	Offensive swearing directed at people within the school community, sexual connotations towards others, hostility either written, spoken, or non-verbal
Other	<b>DO NOT USE</b>			

## Focused Teaching

At Rosewood State High School, we focus on specific behaviours as recorded in One School regarding as minor or major behaviours as identified by staff. This data is presented at staff meetings and analysed at PBL meetings. The data then establishes the explicit and structured teaching strategies to address specific behaviours. These focused lessons enable staff to revisit key behavioural concepts and/or skills. These focused teaching opportunities enable staff and students to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

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.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Rosewood State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who no longer require the additional support, require ongoing focussed teaching or require intensive teaching.

## 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 supported through our Well Being Centre and assigned a case manager or assigned an individual mentor that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student. Outside agencies may also be accessed to support student behaviours in consultation with parents and caregivers.

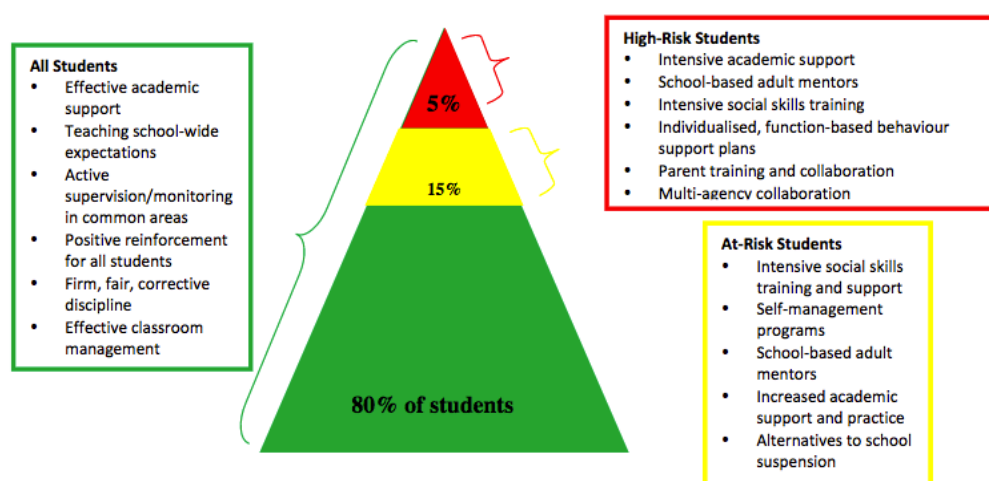
# Disciplinary Consequences

The disciplinary consequences model used at Rosewood 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 focused 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 WellBeing Centre or the 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.

At Rosewood State High School staff follow a three tiered model of prevention and support in PBL.



## Universal behaviour support

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

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

- Teaching expectations during all classes with explicit instruction in Achievement, Effort and Respect lessons
- Publication in the student diary and school website
- Use of Behaviour Focus posters on all classroom whiteboards
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities. (Vivo Rewards)

At Rosewood State High School, all staff are expected to use the '10 Essential Skills for Classroom Management ( Language of Expectation; Language of Acknowledgement; Language of Correction)' and the ' Four Dimensions ( Expect; Reinforce; Redirect; Follow Through).' These behaviours are reinforced by our school's 'Behaviour Expectation Matrix'

### **Reinforcing expected school behaviour**

At Rosewood State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards, such as:

- Positive phone calls to parents
- Vivo Rewards
- Certificates / Postcards
- Rewards Days



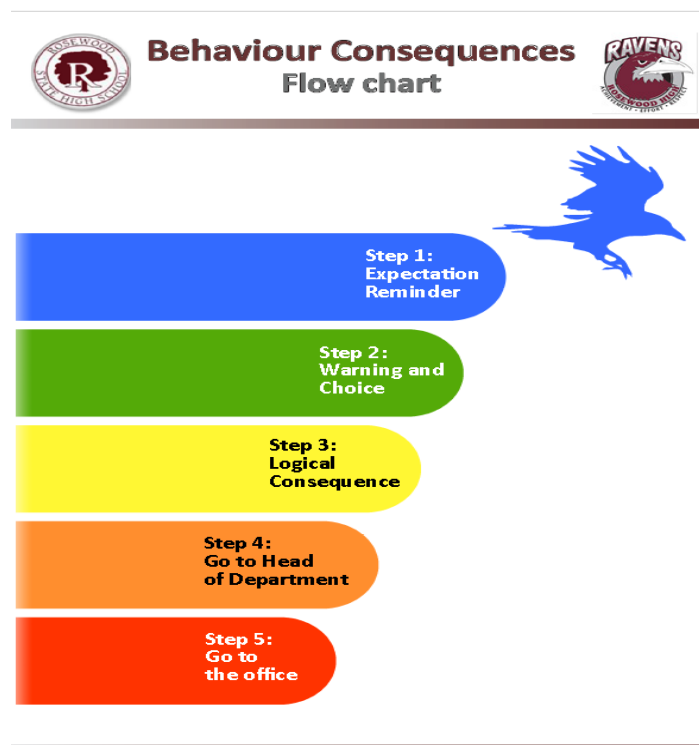
## Responding to Unacceptable Behaviour

### Re-directing Universals (low-level and infrequent problem behaviour):

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

Our preferred way of re-directing universals is to ask them to think of how they might be able to act more safely, more respectfully or more like a learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. Staff are supported in their decision making by the Behaviour Consequences Flowchart (visual guide in all classrooms) and the Behaviour Strategies Flowchart. Classroom teachers may be supported by other school-based staff to address in-class problem behaviour which may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Detention
- Behavioural contract
- Counselling and guidance support
- Check in Check Out strategy in Well Being Centre
- Teacher coaching and debriefing
- Stakeholder meeting with parents and external agencies



Additionally, staff and students are familiar with the 'Rosewood State High School Behaviour Strategies Flowchart' which outlines the PBL Procedures, the Non-Negotiables and the Behaviour Process and Consequences. There is an expectation that the teacher will record the incident on One School after an incident and make parental contact.






Rosewood State High School  
Behaviour/Strategies Flowchart  
Be ready to learn  
Be on time, EVERY TIME  
Line up outside classrooms



<b>PBL Procedures</b>			<b>Process/Consequences</b>										
<ul style="list-style-type: none"><li>Relationship Building</li><li>Positive Feedback</li><li>VIVO Rewards</li><li>Positive Postcards</li><li>Positive Phone calls</li></ul>	<b>Non-Negotiables:</b> Diary taken into every class  Be prepared with ALL equipment  Mobile phones/electronic OUT of SIGHT  Hats in bags – OUT of SIGHT  Leave classroom only with permission – Toilet Pass/Sick Bay permission  Following Behaviour Expectations	<b>TEACHERS</b>	<b>Classroom Management</b> Refer to Behaviour Expectations Matrix – Expectation Reminder <ul style="list-style-type: none"><li>Expectation Reminder</li><li>Direct student back on task.</li><li>Warning</li></ul> <b>Restorative Chat/Detention Issued</b> <i>Step 1</i> -Written in <b>Student Diary</b>  <i>Step 2</i> -Teacher - <b>Contacts Home</b> to discuss student behaviour and/or actions  <i>Step 3</i> - Teacher - <b>Records in ‘Contact’ in OneSchool</b>  <i>Step 4</i> -Teacher - <b>Records in ‘Behaviour’ in OneSchool</b>  <i>Step 5</i> – Teacher administers <b>Lunchtime Restorative Chat/Detention</b>  <i>Step 6</i> - If there are issues in Detention then teacher discusses with HOD										
<ul style="list-style-type: none"><li>Refer to Behaviour Matrix</li><li><b>ARE</b> you:<ul style="list-style-type: none"><li>Striving for <b>ACHIEVEMENT</b></li><li>Being <b>RESPECTFUL</b></li><li>Showing <b>EFFORT</b></li></ul></li><li>What do you need to do to:<ul style="list-style-type: none"><li>Strive for <b>ACHIEVEMENT</b></li><li>Show <b>RESPECTFUL</b></li><li>Display <b>EFFORT</b></li></ul></li></ul>	<table><tr><td>1. Establishing expectations</td><td>Clear expectations articulate and demonstrate the boundaries of pro-social behaviour</td></tr><tr><td>2. Giving instructions</td><td>To give a clear direction about what to do</td></tr><tr><td>3. Waiting and scanning</td><td>To wait and look at your students for 5–10 seconds after you give an instruction</td></tr><tr><td>4. Cueing with parallel acknowledgement</td><td>To acknowledge students on task behaviour, with the intention of prompting others to follow suit.</td></tr><tr><td>5. Body language encouraging</td><td>To intentionally use your supportive stance, body gestures and facial expressions to encourage students to remain on-task</td></tr></table>		1. Establishing expectations	Clear expectations articulate and demonstrate the boundaries of pro-social behaviour	2. Giving instructions	To give a clear direction about what to do	3. Waiting and scanning	To wait and look at your students for 5–10 seconds after you give an instruction	4. Cueing with parallel acknowledgement	To acknowledge students on task behaviour, with the intention of prompting others to follow suit.	5. Body language encouraging	To intentionally use your supportive stance, body gestures and facial expressions to encourage students to remain on-task	
1. Establishing expectations	Clear expectations articulate and demonstrate the boundaries of pro-social behaviour												
2. Giving instructions	To give a clear direction about what to do												
3. Waiting and scanning	To wait and look at your students for 5–10 seconds after you give an instruction												
4. Cueing with parallel acknowledgement	To acknowledge students on task behaviour, with the intention of prompting others to follow suit.												
5. Body language encouraging	To intentionally use your supportive stance, body gestures and facial expressions to encourage students to remain on-task												
<ul style="list-style-type: none"><li><i>Clear, concise and simple</i></li><li><i>Descriptive of what students are expected to do</i></li><li><i>repeat to reinforce</i></li><li><i>allow take up time</i></li><li><i>Match with non-verbal language/visual support</i></li><li><i>Respectful and positive tone</i></li><li><i>Close Proximity and eye contact</i></li><li><i>Geared to student ability/disability levels</i></li><li><i>Consider strategies to attend to students who do not provide attention after a wait and scan</i></li><li>Examples include:<ul style="list-style-type: none"><li>-Verbal/Sign redirection</li><li>-Giving Choices (refer skill 9)</li></ul></li><li><i>Cues other students to match the behaviour being acknowledged</i></li><li><i>Helps us to avoid nagging and becoming too directive</i></li><li><i>Contributes to positive</i></li></ul>	<table><tr><td colspan="2">Essential Skills for classroom Management</td></tr><tr><td>6. Descriptive encouraging</td><td>To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you want them to repeat more frequently</td></tr><tr><td>7. Selective attending</td><td>To intentionally give minimal attention to safe off-task or inappropriate behaviour</td></tr></table>		Essential Skills for classroom Management		6. Descriptive encouraging	To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you want them to repeat more frequently	7. Selective attending	To intentionally give minimal attention to safe off-task or inappropriate behaviour					
Essential Skills for classroom Management													
6. Descriptive encouraging	To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you want them to repeat more frequently												
7. Selective attending	To intentionally give minimal attention to safe off-task or inappropriate behaviour												



<p>classroom environment</p> <ul style="list-style-type: none"> <li>• Move around the room</li> <li>• Interact non-verbally/classroom monitoring increase</li> <li>• Episodes of inappropriate behaviour decrease</li> <li>• Be aware of culture and individual's personal space</li> <li>• Remember not all children are capable of giving eye-contact</li> <li>• Describes to students the behaviour that will help them to learn</li> <li>• Reinforces classroom expectations</li> <li>• Promotes a positive, supportive learning environment</li> <li>• Focuses on strengths and builds self esteem</li> <li>• Least intrusive</li> <li>• Learning focused</li> <li>• Places responsibility onto the student</li> <li>• Reasonable</li> <li>• Enforceable</li> </ul>		8. Redirecting to the learning	To respectfully prompt the student who is off task with a redirection to the learning to re-engage.		
		9. Giving a choice	To respectfully address the student, who is disrupting others, with the available choices and their logical consequences that have been predetermined.		
		10. Following through	Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment or is extended off-task behaviour		
	HEADS OF DEPARTMENT	Restorative Justice	Failure to turn behaviour and continual disruption to class	TEACHERS	<p>If inappropriate behaviour continues in classroom</p> <p><b>HOD Consultation with Teacher (Proactive/ Preventative Actions)</b></p> <p><i>Step 1</i> - Check triggers, planning and preparation, class layout, class dynamics i.e. Differentiation/Essential Skills &amp; Pedagogy (<b>HOD records 'Support &amp; Intervention' in One School</b>)</p> <p><i>Step 2</i> - Teacher contacts home to arrange a meeting with parents, HOD (<b>Teacher records 'Contact' )</b></p> <p><b>FAILURE TO ATTEND - HOD</b></p> <p><i>If a student fails to attend a teacher detention then the teacher needs to Record the incident in 'Behaviour' in OneSchool and refer it to the HOD.</i></p>
		Natural Consequences	Behaviour Continues in class		
		Class withdrawal to HOD			
		Parent/student meetings			
		HOD Detentions HOD Warnings/Formal Warnings	Failure to attend 2 <sup>nd</sup> Opportunity Restorative Chat/Detention Inconsistent behaviour recorded on HOD monitoring card		<p><b>HOD Restorative Chat/Detention</b></p> <p><i>Step 1</i> - HOD - Contacts Home</p> <p><i>Step 2</i> – HOD <b>Records in 'Contact' in OneSchool</b></p> <p><i>Step 3</i> - HOD arranges the date/time for lunch detention in HOD room and <b>records in Student Diary</b></p> <p><i>Step 4</i> – HOD - Student placed on HOD monitoring card (Optional if HOD seems necessary)</p> <p><i>Step 5</i> – HOD – <b>Records in 'Administration Follow Up' in OneSchool</b></p> <p><b>FAILURE TO ATTEND - ADMINISTRATION</b></p>
		HOD/Teacher /Parent/Student Meeting			

		HOD OneSchool Admin Follow-up		LEADERSHIP TEAM & SUPPORT SERVICES	Administration
		Support and Intervention			Step 1 – HOD – Informs Admin. of student failure to attend
	ADMIN	Behaviour Monitoring Cards			Step 2 – Admin. contacts parents and <b>Records in 'Contact' in OneSchool</b>
		Discipline Improvement Plans			Step 3 – Admin. completes suspension which <b>Records in 'Behaviour' in OneSchool</b>
		Risk Assessments			Step 4 – Admin. organises and conducts return entry with parent and student. All participants sign either a <b>'Re-Entry Contract' which is recorded in 'Contact' or a 'Discipline Improvement Plan' which is recorded in 'Behaviour' in OneSchool</b>
		Safety Plans			<ul style="list-style-type: none"><li>Step 5 – Admin.- Student is put on <b>Behaviour Monitoring Log (10 days)</b></li></ul>
		Administration – Major Referral			
		Suspension			
		Exclusion			
					ALL MAJORS

- If a student continually disrupts the learning and is a danger to self and other students then the class teacher decides on what action to follow – select a person to get a Senior Experienced Teacher, a HOD or a member from Administration. **Teacher will then have to discuss issue with the student's parents and record in "Contact" in OneSchool and record the incident in "Behaviour" in OneSchool. Teacher, HOD and Administration will discuss consequence.**
- If a student acquires two detentions prior to the first lunch break. **Teachers of both issues need to contact parent and record in 'Contacts' in OneSchool. HOD of second incident needs to issue a Lunchtime Detention and contact home and record in 'Contacts' in OneSchool. If student has three incidents then the student is referred to the Lunchtime Detention Room or the student may be sent home.**

## Targeted Behaviour Support

In the occurrence of a major behaviour which is persistent or on-going, the student will be sent to either the Well Being Centre, the closest HOD to request support or the Administration team. At this stage the following actions may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- 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 Rosewood 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 schools 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 Rosewood 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.

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 (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Rosewood State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

## School Policies

Rosewood 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 Rosewood 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 Rosewood 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 Rosewood State High School ensure your students 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 Rosewood 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 Rosewood 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 Rosewood 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 their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

Rosewood State High School has implemented a 'Mobile Phone Free Policy' to support our students in their growth and development into the World of Work post schooling. We encourage our students to communicate and problem solve amongst their peers via face-to-face interaction rather than an online or via social media during the school day. This directly mirrors the way work places are enforcing the use of mobile phones during working hours.

The use of mobile phones and other personal digital devices including Smart watches by students is strictly prohibited at Rosewood State High School. This policy commences upon entrance to the school and will cease daily at the point students leave the school grounds.

Rosewood State High School policy of no mobile phones / electronic devices (including headphones), does not include Laptops / Tablet Computers to be used under the BYOD scheme in the Senior School. If a parent needs to contact a student during the school day, they are able to contact the office and a



message will be forwarded onto the student directly. It is understood that students may need a mobile phone before or after school for reasons. For this purpose they will be able to use their phone once they are unlocked as they exit the school.

Students will be issued a “phone pouch” as part of the school uniform. It is the student’s responsibility to ensure that their device is on silent or off and “locked” securely in the pouch upon entering the school grounds. At the end of the school day “unlocking” devices will be placed at school exit points where students can unlock the phone pouch.

If students do not adhere to the ‘Mobile Phone Free Policy’ the following consequences will occur:

Consequence 1	Consequence 2	Consequence 3
If a student phone or Digital Device such as a smart watch is visible the student will be asked to either “lock” the phone away or hand phone/device into the office via the Student Services Window and parents will be contacted to collect phone from office.	If a student refuses to follow staff direction to lock the phone away, hand phone or device into the Student Services Office, or accrues multiple directives to hand the phone in the student will be <b>suspended for 2 days</b> .	If a student destroys the phone pouch, loses the pouch, or refuses to bring one to school the phone pouch will be replaced at the parents expense. Destruction of school property may result in suspension or cancellation of enrolment.

Rosewood State High School cannot take responsibility for the loss, damage or theft of any electronic device that is brought onto the school grounds.

## Preventing and responding to bullying

Rosewood 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.

Rosewood State High School has a SRC ( Student Representative 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 Leadership Forum are the core elements of the Australian Student Wellbeing Framework:





### 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### 2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

### 4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

### 5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the SRC 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 Rosewood 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 Rosewood State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

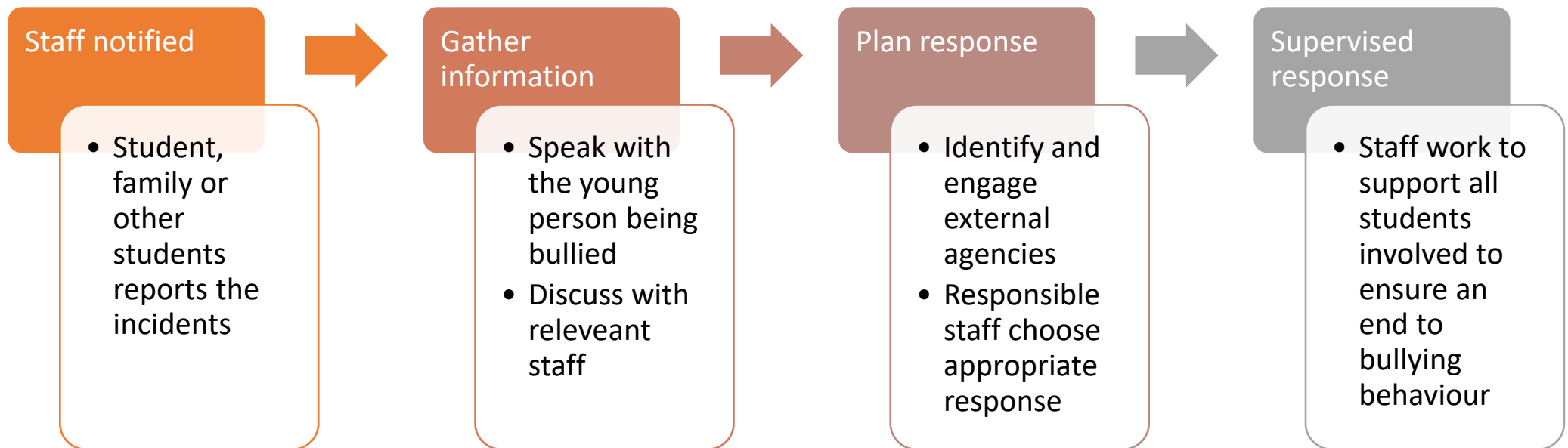
The primary aim of the school's response to bullying is to restore a positive learning environment for all students. Rosewood State High School uses the following four methods when dealing with cases of bullying:

1. A disciplinary approach
2. Strengthening the target
3. Mediation
4. Restorative Conferencing

The following strategies form part of the methods above:

- Teaching and learning programs to develop student communication, social, assertiveness and coping skills.
- Adaptations to the school environment
- Increased supervision of certain students in particular environments
- Support from the Guidance Officer and other Wellbeing Centre staff
- Timetable or class changes that might be permanent or temporary to reduce student contact
- Promoting positive bystander behaviour

The following flowchart explains the actions Rosewood 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.



## Wellbeing Centre

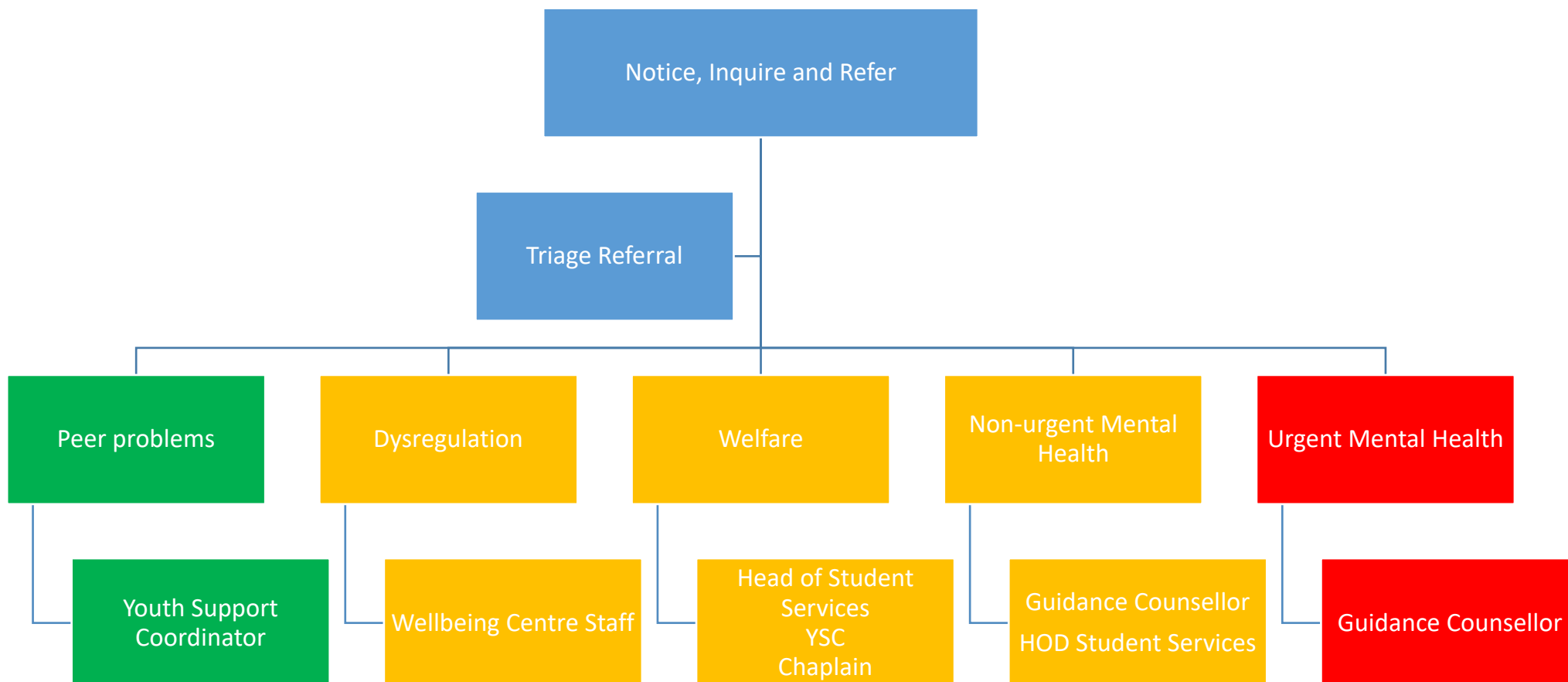
All staff at Rosewood State High School have completed their mandatory student protection training. Rosewood State High School operates a Wellbeing Centre to support the wellbeing needs of the school community. The primary purpose of the Wellbeing Centre is to:

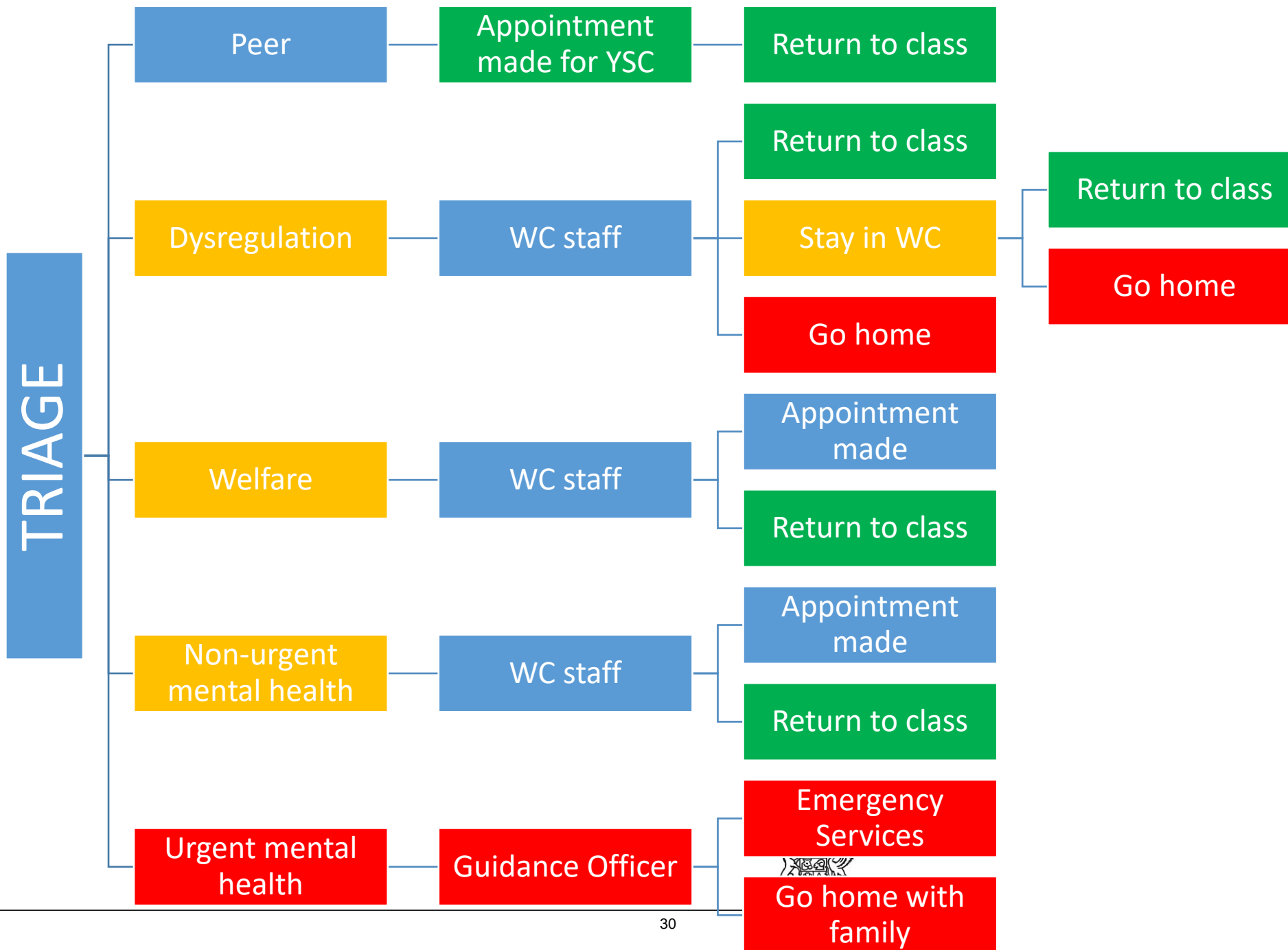
- Promote and inform the school community of our wellbeing curriculum including:
  - Wheel of Wellbeing
  - PAUSE Program
  - Berry Street Education Model
  - Australian Schools Wellbeing Framework
  - Be You
  - Positive Psychology
  - PERMA+
  - Thoughts-Feelings Connection
- Audit the wellbeing of the school and Identify students at risk of harm or disengagement using:
  - Warwick Edinburgh Mental Wellbeing Scale
  - Kessler K-10 Distress Survey
  - Strengths and Difficulties Questionnaire
  - Social Outcomes Survey
  - School Harassment Survey
  - ICAN Observation
- Support all students experiencing
  - Peer problems
  - Wellbeing and social concerns
  - Dysregulation
  - Non-urgent mental health concerns
  - Urgent mental health concerns
- Develop action plans for students at risk of disengagement or harm.

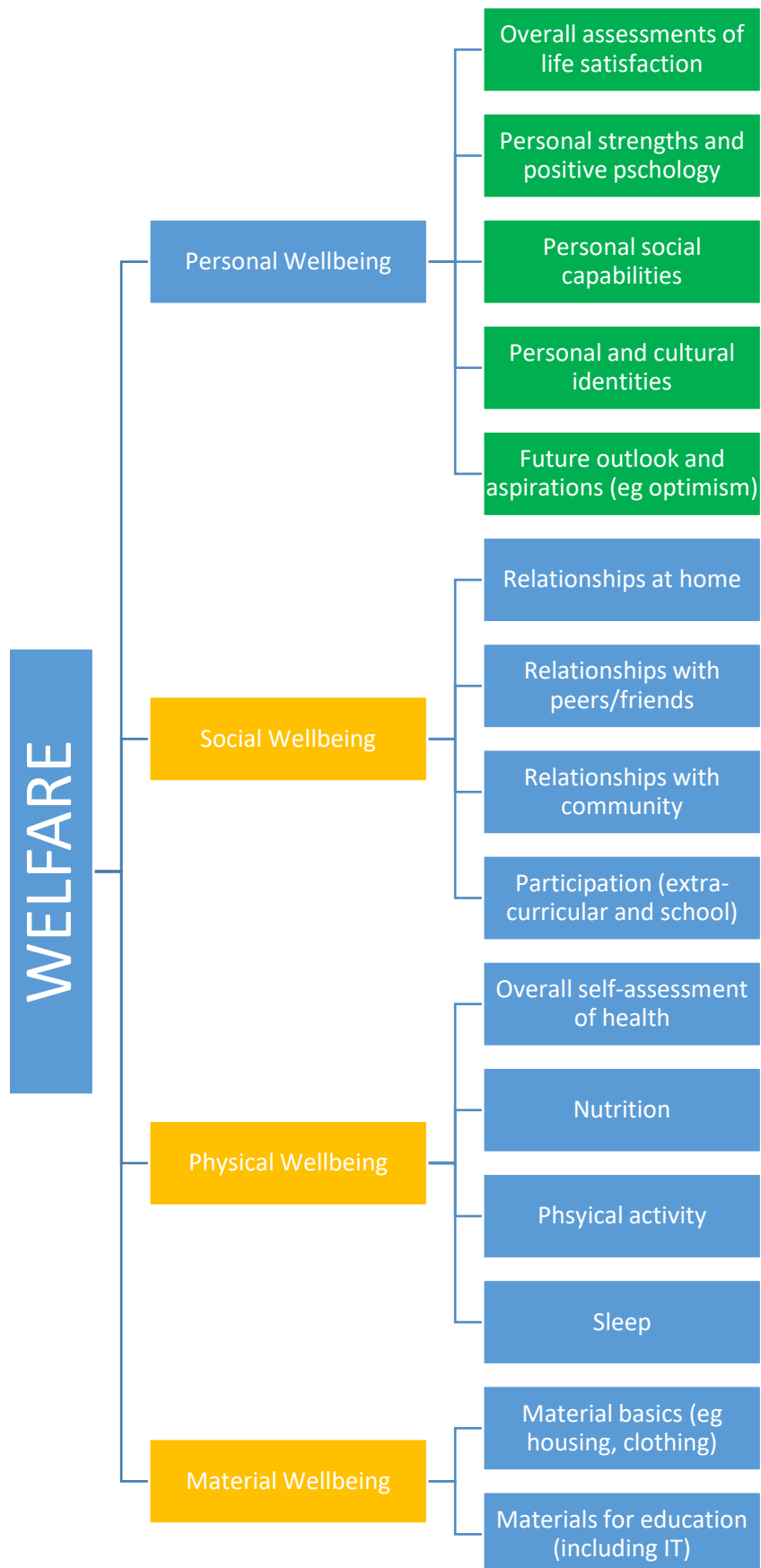
The Wellbeing staff at Rosewood State High School consists of:

- Guidance Officer
- Head of Student Services
- Success Coach
- Junior School Coordinator
- Community Education Counsellor
- Youth Support Coordinator
- School Based Youth Health Nurse
- School Chaplain
- Wellbeing Support Teacher
- Wellbeing Support Teacher Aide
- Administration Officer

Wellbeing Staff use a range of strategies when assessing the needs of the student. Central to this approach is the application of the NIPR process. NIPR is an Education Queensland strategy for dealing with students at risk. NIPR stands for Notice, Inquire, Plan and Refer. Adapting this model, the following flowchart describes the process for managing student referrals:











## Cyberbullying

Cyberbullying is treated at Rosewood 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 regular class teacher or Heads of Departments. There is also a dedicated staff in the WellBeing Centre and Guidance Officer 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 Rosewood 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.

# Rosewood 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](#).

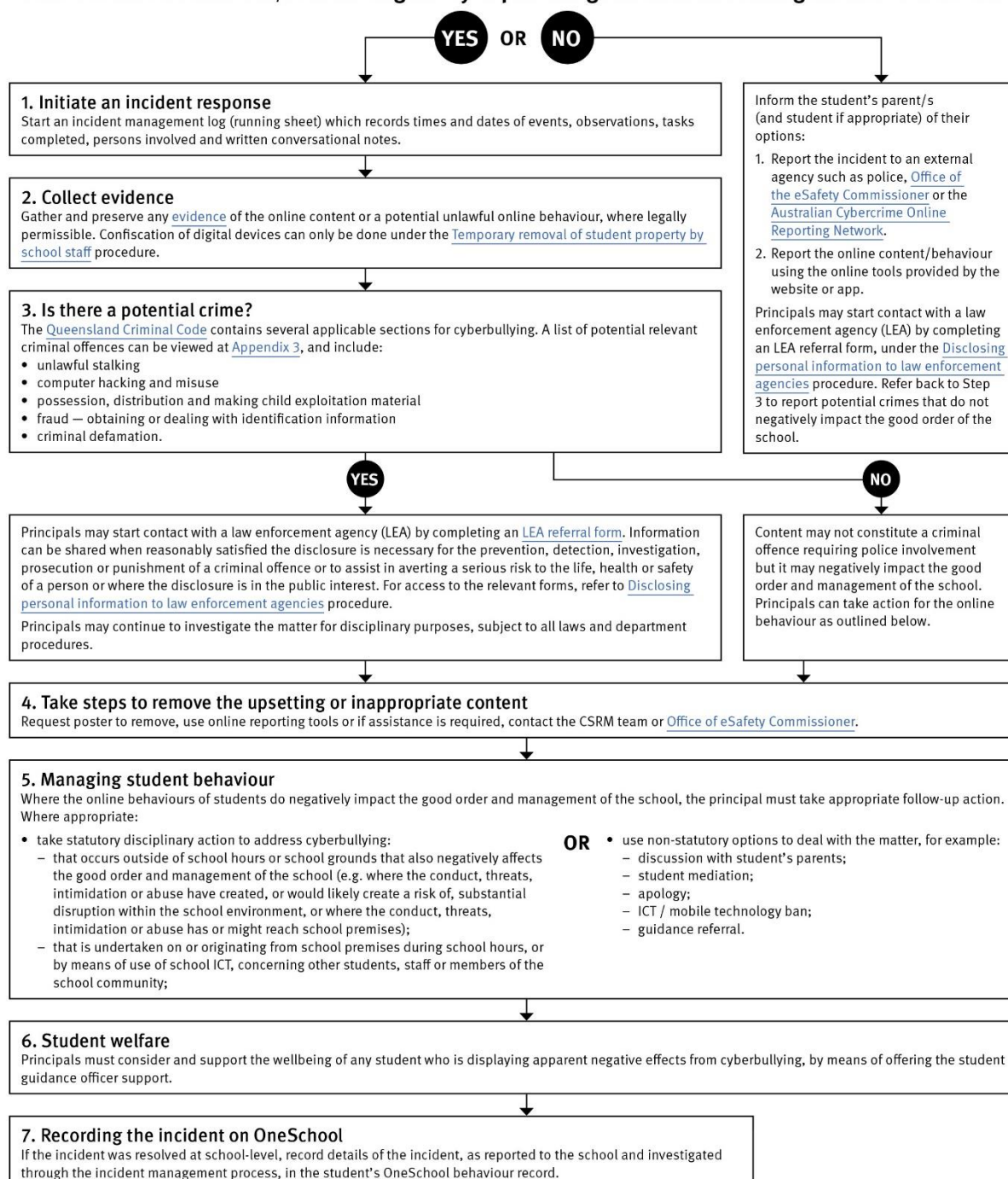
### Explicit images

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 Cybersafety and Reputation Management (CSRM) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## 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 sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

## Student Intervention and Support Services

Rosewood 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 Well Being Centre. 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 Rosewood 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.

## Appropriate use of social media

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. This guide offers some information about how to use social media in relation to comments or posts about the school community. 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.

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?
- 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.
- 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 Rosewood State High School 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.

### Possible civil or criminal ramifications of online commentary

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).

### **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.

### **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 Rosewood 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.

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.