



Rocklea State 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

Principal's Forward

Established in 1885, Rocklea State School is known for providing a caring and compassionate approach to all of its learners while ensuring access to a quality education from Prep to Year 6.

Our current motto, *'Big enough to challenge, small enough to care'*, encapsulates the unique environment of a small school setting on the fringes of the city of Brisbane. We proudly share that every child is known and noticed at Rocklea State School which is reflected in the way our staff interact with care and compassion towards our learners every day.

At Rocklea State School, families are always welcome. As their child's first teacher, we value connection with our families and the journey we embark on together as a community to ensure that our learners know they are supported by the important adults in their lives.

The adage, 'it takes a community to raise a child' is a reminder to us that school is an important part of every child's development and an acknowledgement that we have a shared responsibility to ensure each learner experiences success both socially-emotionally and academically.

Our current values are:

- Be Responsible
- Be Respectful
- Be Your Best

We look forward to continuing to support our learners through a safe, supportive and disciplined school environment at Rocklea State School.

Julia Bailey
Principal

Purpose

The purpose of the Rocklea State School's Student Code of Conduct is to ensure a safe learning space committed to providing an engaging and caring environment, for all members of the Rocklea State School community of learners. We aim to provide opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Student Code of Conduct explains the behaviour expectations of all students and visitors who attend our school. The 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 learners can participate within our school community.

Contact Information

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Contact Person:	Principal – Julia Bailey

Endorsement

Principal Name: Julia Bailey
Principal Signature: *Julia Bailey*
Date: 30th April 2022

P/C President and-or School
Council Chair Name: Hannah Birchley
P/C President and-or School
Council Chair Signature: *Hannah Birchley*
Date: 13 May 2022

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Whole School Approach to Discipline

Rocklea State School uses a multi-tiered, caring approach to support discipline in our school. As a small, inner-city school, we pride ourselves in our caring approach to supporting all learners. At Rocklea State School, we believe discipline is not about punishment, rather behavioural incidents are seen as opportunities to re-teach.

Our belief is that learner behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear and for providing supportive instruction about how to meet these expectations.

	ALL AREAS	CLASSROOM	PLAYGROUND	TOILETS
RESPECT	<ul style="list-style-type: none"> Treat others respectfully Follow directions Use equipment appropriately Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Enter and exit the classroom in a safe and sensible way Listen to instructions and messages Allow others to learn Talk in turns 	<ul style="list-style-type: none"> Participate in safe games Play fairly – take turns, invite others to join in and follow rules 	<ul style="list-style-type: none"> Respect the privacy of others Keep the toilets clean – if needed, let an adult know if cleaning is required
RESPONSIBLE	<ul style="list-style-type: none"> Be on time Be prepared Show care towards others 	<ul style="list-style-type: none"> Participate in classroom learning Keep your space tidy Be honest 	<ul style="list-style-type: none"> Be a problem solver Return equipment Care for the environment Place rubbish in the bin 	<ul style="list-style-type: none"> Pick up after yourself (hand towels) Use soap sensibly – let an adult know if cleaning is required
YOUR BEST	<ul style="list-style-type: none"> Be in the right place at the right time Wear your uniform with pride 	<ul style="list-style-type: none"> Always try your best even if learning feels challenging 	<ul style="list-style-type: none"> Be sun safe, wear a broad brimmed hat; Walk bike/ scooter to the gate and in the school grounds 	<ul style="list-style-type: none"> Always wash your hands after using the toilet; Be sensible in the toilets

Consideration of Individual Circumstances

Staff at Rocklea State School take into account learners' 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 learner, we recognise that the way we teach, the support we provide and the way we respond to learners will differ. This reflects the principle of equality, where every learner 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 learners need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour.

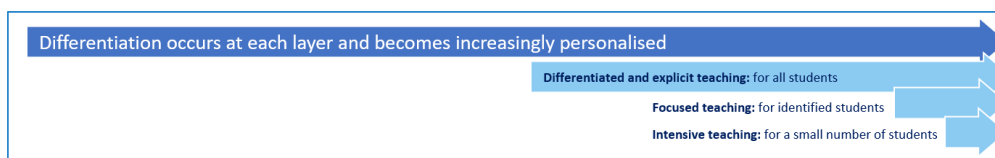
For a small number of learners, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual learner in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual learners, so while we understand the interest of other learners, staff and parents to know what punishment another learner might have received, we will not disclose or discuss this information with anyone but the learner'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 learners will respect the privacy of other learners and families. If you have concerns about the behaviour of another learner at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

Teachers at Rocklea State School vary what learners are taught, how they are taught and how learners 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 learners. This enables our teachers to purposefully plan a variety of ways to engage learners; 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.



Legislation

The legislation outlined below informs the overall discipline procedure:

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 Regulations 2011 \(Cwth\)](#)

Disciplinary Consequences

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

Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in a referral to the Principal because of their seriousness. When major unacceptable behaviours occur, staff members calmly state the behaviour and remind the student of expected school behaviour. A report of the student's behaviour is recorded on OneSchool and a letter is sent to the parents/guardian (Appendix 4) which is signed by the principal.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, loss of privilege, restorative conversations, warning regarding future consequence for repeated or persistent inappropriate behaviour;

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer or designated support staff, suspension from school
- **Level Three:** Students who engage in serious unacceptable behaviours can expect a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

A large majority of behaviour in our school is managed immediately by the adult that witnesses it. At our school, we believe that pro-longing discussion or consequence does not help a child learn from their mistakes. Below is a table that indicates how different behaviour may be managed. Individual circumstances are always taken into account when working with learners and their behaviour.

Rocklea State School Matrix of Minor and Major Behaviors

Level	CAUTION	MINOR - MICROSCRIPT	MAJOR – OS	REPEATED MAJOR
Definition	All inappropriate behaviour which it is reasonable to expect individual staff members to manage.	Persistent/repeated staff managed behaviours for which current strategies are not effective.	Major inappropriate behaviour that needs to be managed by Principal	Repeated major inappropriate behaviour that needs to be managed by Principal and parents
Non-compliant with routine	Brief or low intensity failure to respond to adult directions <ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike / scooter in school grounds In out of bounds area Not in the right place at the right time 	Repeated (2) brief or low intensity failure to respond to adult directions	High intensity failure to respond to adult instructions	Repeated (3) high intensity failure to respond to adult instructions
Physical misconduct	Non-serious but inappropriate contact which does not result in injury or harm. <ul style="list-style-type: none"> Minor deliberate physical contact (e.g. shoving, bumping, pushing in line without intent to hurt) Spitting at ground/floor Not playing school approved games Hurting someone through the course of a game when intentionally trying to win or gain possession. 	Persistent/repeated non-serious but inappropriate contact which does not result in injury or harm.	Serious physical contact that results in injury or harm to others. <ul style="list-style-type: none"> Punching, biting, hitting, kicking, choking, grabbing, head butting at others that involves contact to another. Spitting and 'snotting' at others. Any physical intimidation through sexual connotations. 	Repeated serious physical contact that results in injury or harm to others.
Dress code	Failure to comply with school dress code. <ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	Repeated failure to comply with school dress code.	Deliberate refusal to comply with school dress code <ul style="list-style-type: none"> Deliberate and continual refusal to wear school uniform Clothing with offensive language Wearing revealing clothing 	Repeated and deliberate refusal to comply with school dress code.
Possess prohibited items	Possession or use of an unapproved toy <ul style="list-style-type: none"> Toys/cars/balls at school without permission Possession of energy drinks or electronics 	Repeated possession of a prohibited item OR failure to put the item in a safe place (as directed by an adult)	Possession or use a prohibited item and does not hand it into the office – (repeated) <ul style="list-style-type: none"> Possession or selling of drugs/alcohol/cigarettes Possession of weapons including knives and scissors and any other items which could be considered a weapon Possession of lighter, matches, poison or other dangerous items 	Possession or use of a prohibited item - knife, weapons, matches, illicit substance, alcohol, tobacco
Misconduct involving an object	Inappropriate use of an object other than its intended purpose <ul style="list-style-type: none"> Intentionally kicking a ball during a game to cause damage Throwing objects that may not hurt/injure someone 	Repeated inappropriate use of an object other than its intended purpose	Use of objects as weapons with the intention of causing harm to self, others or property <ul style="list-style-type: none"> Throwing sticks or stones in a directed at an adult or child causing harm 	Repeated use of objects as weapons with the intention of causing harm to self, others or property
Refusal to participate in program of instruction	Chooses not to engage in the program or fails to do set tasks. <ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work Non compliance Unco-operative behaviour 	Repeatedly chooses not to engage in the program or fails to do set tasks.	Defiantly refuses to comply with set tasks. <ul style="list-style-type: none"> Major/deliberate non compliance Repeated non compliance Repeated defiant behaviour Defiant behaviour that causes a safety issue 	Defiantly refuses to participate causing a safety concern
Truant/skip class	Refusal to enter the classroom <ul style="list-style-type: none"> Not being punctual (e.g. lateness after breaks) Refusing to come inside after a break 	Repeated refusal to enter the classroom	In the grounds and cannot be seen by an adult <ul style="list-style-type: none"> Leaving school without permission 	Leaves the school grounds
Disruptive	Low intensity that unintentionally disrupts learning. <ul style="list-style-type: none"> Calling out Talking Noisy during learning time Out of seat 	Repeated low intensity that unintentionally disrupts learning.	Behaviour intended to disrupt learning. <ul style="list-style-type: none"> Repeatedly preventing others from learning/teaching Repeatedly calling out Repeatedly out of seat disrupting others Disrupting on parade 	Repeated behaviour intended to disrupt learning.
IT misconduct - Electronic equipment (i.e. mp3 player, computer, camera, mobile phone etc.)	Non serious but inappropriate use of personal technology. <ul style="list-style-type: none"> Having a mobile phone in any part of the school for voicemail, email, text messaging or filming and social media Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) Inappropriate use of school ICT device Taking digital images of others without permission Using a mobile phone during school hours 	Repeated non-serious but inappropriate use of personal technology.	Engagement in serious misuse of technology <ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school Intentional damage to school ICT device Intentional use of digital images and or words used to cause harm or anxiety to others 	Repeated engagement in serious misuse of technology
Verbal misconduct	Low intensity language Undirected <ul style="list-style-type: none"> Inappropriate language (written/verbal) Disrespectful tone e.g. shut up, idiot, swearing in playground but not directed at anyone Yelling back at a staff member, 'This sucks' Screaming at other students during class time, 'you're an idiot, you're a loser'. 	Repeated low intensity language	Aggressive and offensive language without intent to harm <ul style="list-style-type: none"> Verbal abuse / directed profanity A student directing an expletive at another person. 	Directed and offensive language with intent to harm
Bullying/ Harassment	Occasional low level teasing, name calling. <ul style="list-style-type: none"> One-off minor teasing/name calling Inappropriate comments based on race/religion/ethnicity/disability Put downs 	Persistent pattern of name calling and teasing.	Engages in repeated intentional negative comments in order to cause harm <ul style="list-style-type: none"> Repeated deliberate intimidation through gestures and verbal abuse Inappropriate touching of others Verbal and physical threats to hurt/harm someone 	Engages in repeated intentional negative comments that has caused injury
Defiant/threat(s)	Refusal to comply with a reasonable request. <ul style="list-style-type: none"> Deliberately ignoring the teacher's instructions Comment made by student to adult, 'You can't make me'. Refusal to comply with a reasonable request. 	Repeated refusal to comply with a reasonable request.	Refusal to follow adult directions and threatens an adult. <ul style="list-style-type: none"> Verbal or physical threat to an adult Threatening an adult's belongings Repeated refusal to follow instructions, student has not responded to interventions or behavioural systems 	Refusal to follow adult directions and threatens an adult with harm.
Property misconduct/theft	Low intensity misuse of property. <ul style="list-style-type: none"> Petty theft (one-off e.g. taking a pencil/crayon) Drawing on desks Littering Lack of care for the environment (breaking plants) 	Repeated low level misuse of school property	Willful damage school or others property or steals others property. <ul style="list-style-type: none"> Stealing / major theft Willful property damage, vandalism, graffiti Deliberately kicking a hole in the wall. Breaking classroom items with intent. 	Repeated willful damage school or others property or steals others property.
Lying/Cheating	Low level cheating or lying. <ul style="list-style-type: none"> Saying a lie to avoid getting into trouble Cheating on a test Copying another child's work Intentionally lying to scare other children 	Repeated low level cheating or lying.	Lies or cheats which is detrimental or unfair to other students. <ul style="list-style-type: none"> Ongoing cheating for assessment items Deliberate/intentional delivery of lies aimed to hurt/offend others Accusing someone of physical assault but found through own admission or witness statement that incident did not occur. 	Lies or cheats which is detrimental or unfair to other students.

School Policies

- Temporary removal of student property
- Use of mobile phones and other devices by student
- 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 Rocklea State 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 Rocklea State 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 Rocklea State 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 Rocklea State 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 Rocklea State 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 Rocklea State 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.

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. 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, Rocklea State School has determined that explicit teaching of responsible use of mobile phones and other 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.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



- **Responsibilities**

- The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.
- It is **acceptable** for students at Rocklea State School to:
 - use mobile phones or other devices 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 mobile 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 Rocklea State School to:
 - use a mobile phone or other devices in an unlawful manner
 - use a mobile phone in technology-free designated spaces or times
 - 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 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 in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
 - invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
 - use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
 - take into or use mobile devices at exams or during class assessment 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 line with the requirements of the Rocklea State 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
 - 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
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - 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

- 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.

Preventing and responding to bullying

Rocklea State 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.

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 Rocklea State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Rocklea State 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.

Cyberbullying

Cyberbullying is treated at Rocklea State 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.

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 Rocklea State School may face disciplinary action, such as removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour

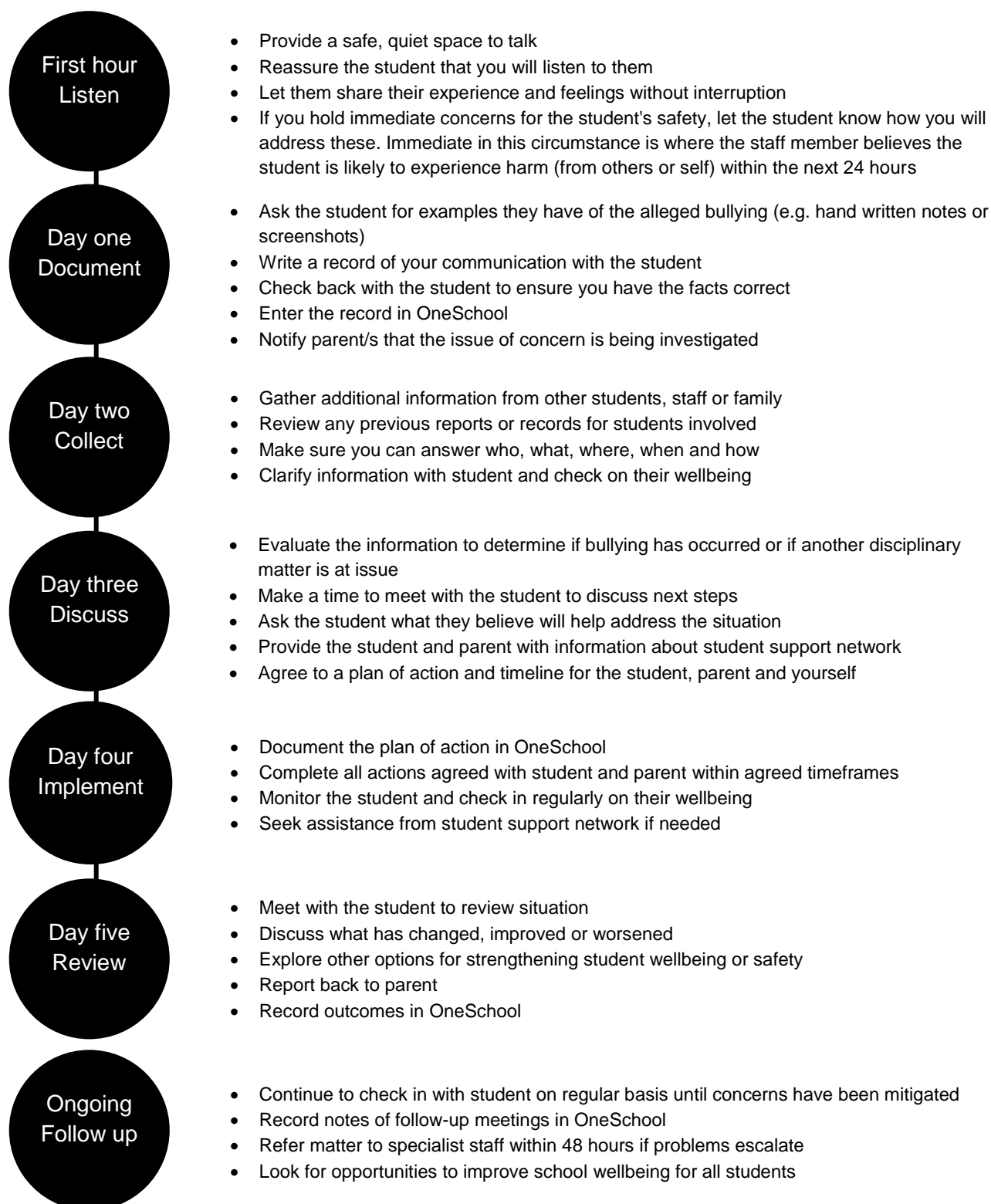
that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate 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 principal.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



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 is 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 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.

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* (Cwth) 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.

Safe, Responsible and Respectful Online

Students of Rocklea State School

In the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure ([Use of ICT systems](#)).
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).

4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to:

- use mobile devices 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 mobile device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school, or during recess and lunch breaks (if allowed by the school)
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking

- insult, impersonate, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage 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 in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

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](#).

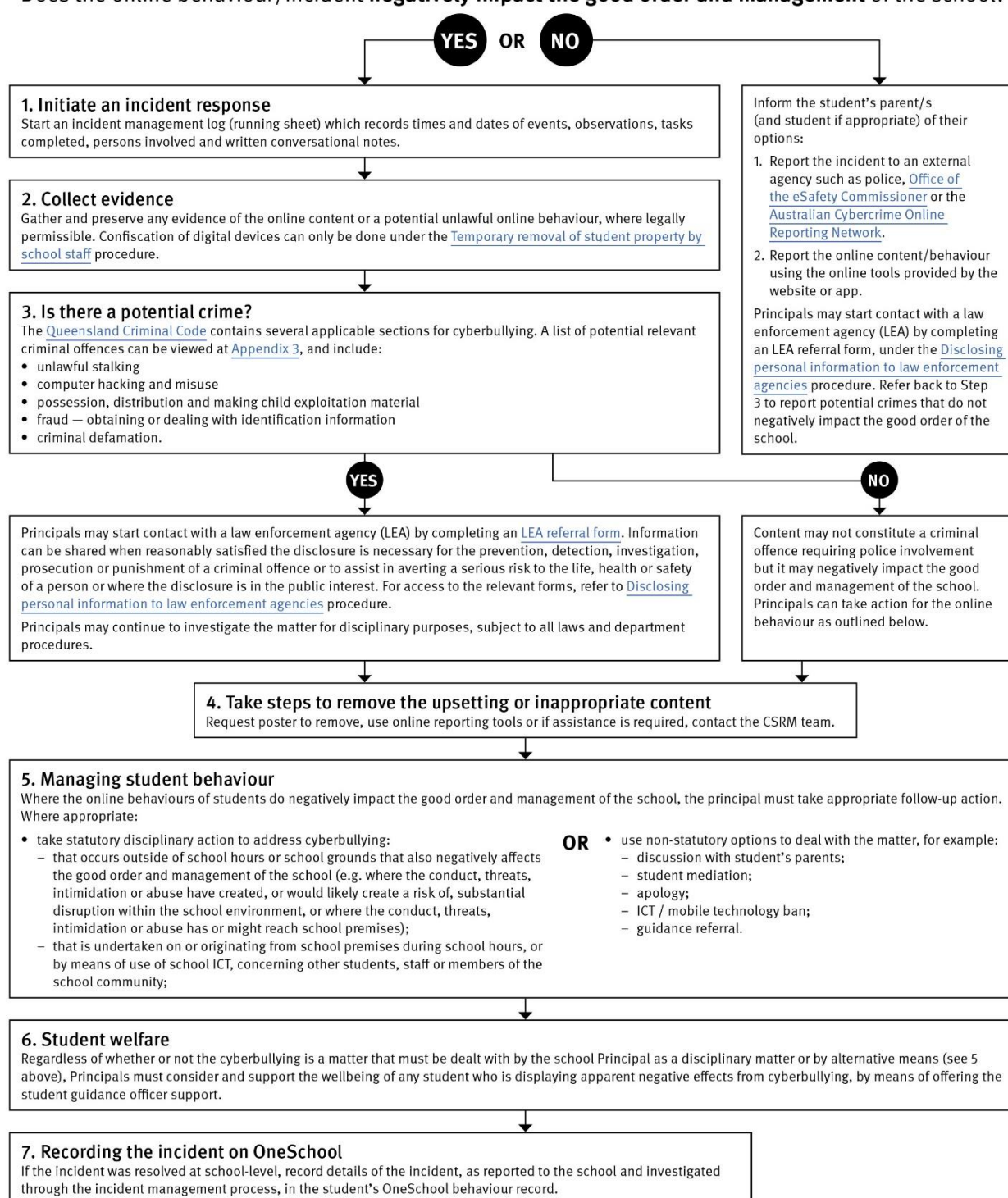
Explicit images

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](#).

Help

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.

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



Restrictive Practices

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 learner behaviour that seriously endangers the learner or others. This consistency ensures that appropriate actions are taken to ensure that both learners 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 learner under rapid and safe control. It is not a time to try and to punish or discipline the learner; it is a crisis management period only.

Staff should follow the documented plan for any learner 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 learner, moving into the learner's space, touching or grabbing the learner, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- 2. Maintain calmness, respect and detachment:** Model the behaviour you want learners to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the learner, be matter of fact and avoid responding emotionally.
- 3. Approach the learner in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the learner/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 learner starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other learners' attention towards their usual work/activity. If the learner 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 learner 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.