



ROCKVILLE STATE SCHOOL

Student Code of Conduct 2020-2023

Every student succeeding

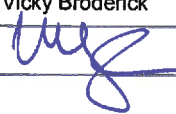
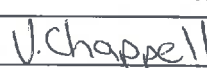
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Vicky Broderick
Principal Signature:	
Date:	1/3/21
P/C President	Vanessa Chappell
	
Date:	1/3/21

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Purpose

Rockville State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Rockville State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Rockville State School PBL

1st Warning
Stop. Think. Choose.

Restorative Justice

School Expectations

Documents

Hi 5 Cafe

Essential Skills for Classroom Management

Consistent School Wide Delivery

Data

Whole School Approach to Discipline

Rockville State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments.

Schools which implement the PBL framework make sure all students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.



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

The development of the Rockville State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have Questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

We incorporate where possible discussions based on restorative justice to build social interaction and problem solving skills with the students.

To respond to challenging behaviour

When challenging behaviour, why would these questions consistently achieve 'fair process':

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

Essential Classroom Management Skills (ESCM)

Every staff member receives induction in management skills

Positive Behaviour for Learning: Universal Supports Classroom Systems for Learning

Relationships

Creating a positive classroom climate requires attention to the interactions between teachers and students.

The use of preferred adult behaviours includes:

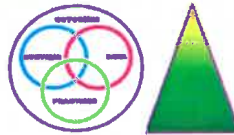
- ❖ proximity
- ❖ active listening
- ❖ eye contact
- ❖ pleasant tone of voice
- ❖ smile and use students name

Classroom Environment

Organising the physical space will include attention to:

- ❖ layout of learning space to allow movement, access to resources and defined areas for working
- ❖ lighting, ventilation and temperature control
- ❖ seating arrangements and plans
- ❖ storage of student, teacher and class resources
- ❖ displays of student work
- ❖ posting expectations and routines
- ❖ schedules and timetables

PBL Problem Solving Process and Continuum



Active Supervision

3 components: *moving, scanning, interacting*

- ❖ Allows for the provision of immediate learning assistance
- ❖ Increases student engagement
- ❖ Reduces inappropriate and increases appropriate behaviour
- ❖ Provides knowledge of students' use of expectations
- ❖ Allows for encouragement of those using expectations or appropriate behaviour
- ❖ Allows for timely correction of learning errors (academic/social-emotional)

Classroom Expectations

To be effective, classroom behaviours/rules need to be linked to the 3-5 school-wide expectations, student negotiated, clearly posted, explicitly taught, and specifically reinforced.

They should be:

- ❖ Observable
- ❖ Measurable
- ❖ Positively stated
- ❖ Understandable
- ❖ Always applicable

Encouraging Expected Behaviour

Effective encouragement at a rate of 4:1 will increase:

- ❖ on task behaviour
- ❖ correct responses, work productivity and accuracy
- ❖ attention and compliance
- ❖ cooperative play
- ❖ foster intrinsic motivation

Four components of effective recognition and encouragement of students

1. Adult non-contingent and contingent attention
2. Effective specific positive feedback
3. Use of a tangible reinforcement system
4. A menu or continuum of reinforcers.

Opportunities to Respond

Definition: Is an instructional question, statement or gesture made by the teacher seeking an academic response from students.

- ❖ **Verbal Responses** – orally answering a question, sharing their ideas, reviewing or summarising prior learning, repeating a new concept.
 - Choral responding
 - Individual questioning
- ❖ **Non-verbal Responses** - white boards, response cards, student response systems (technology devices, non-verbal e.g. thumbs up), guided notes
- ❖ **Other practices** – computer assisted instruction, class-wide peer tutoring, direction instruction

Activity Sequence and Choice

Empowering students increases student engagement and personal motivation.

For students who *can't* do assigned academic work but *choose not to* do it consider ...

- ❖ Activity sequencing
 - a. task interspersal
 - b. behaviour momentum
- ❖ Choice
 - a. order of completion
 - b. materials used to complete task
 - c. whom they work with
 - d. where they will work
 - e. what they can do once task is complete

Choice can be used class wide, to groups or with individual students.

Classroom Procedures and Routines

- ❖ Clarification of individual classroom routines/activities.

E.g. entering room, large group instruction, small group activities and independent seatwork time

- ❖ Explicitly teach using:
 - TELL
 - SHOW
 - PRACTISE
- ❖ Prompt or pre-correct regularly for success
- ❖ Continuously supported through monitoring and providing specific feedback

Responding to Problem Behaviour

Staff manage MINOR behaviour errors by addressing and correcting just as they would an academic error.

General considerations

- ❖ Consistency
- ❖ Active supervision
- ❖ Pre-corrects
- ❖ Calm, immediate response
- ❖ Specific, yet brief
- ❖ Quiet, respectful interaction with student
- ❖ Refocus class if needed

Remember the importance of prevention

Task Difficulty

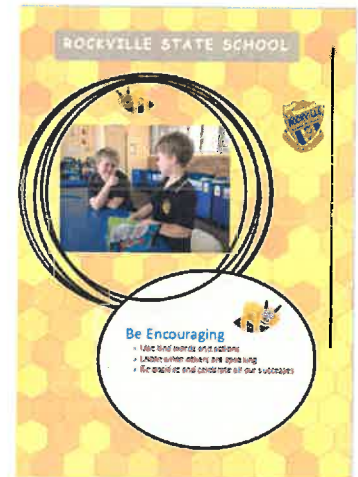
Many behaviour problems are the result of a mismatch between the task and a student's skills or strengths.

Adjustments can be made in 3 ways

- ❖ Assignments length or time frame allotted
- ❖ The mode of task completion
- ❖ The extent of instruction or practise provided

PBL Expectations

At Rockville State School our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students:- Be a Learner, Be Responsible and Be Encouraging.



Be a Learner

- Work to the best of my ability
- Listen carefully and follow adult instructions
- Come prepared for school
- Co-operate and participate in all activities

Be Responsible

- Respect others and their property
- Take ownership for the choices I make
- Move sensibly and safely around the school

Be Encouraging

- Use kind words and actions
- Listen when others are speaking
- Be positive and celebrate all our successes

Identifying Behaviours of Concern

This document below identifies behaviours of concern and clearly describes which are defined as a minor behaviour and major behaviour.

Identifying Behaviours of Concern – Rockville State School

Behaviour	MINOR		MAJOR	
	Definition	Examples	Definition	Examples
Verbal misconduct	Student engages in low intensity repeated use of inappropriate language	<ul style="list-style-type: none"> Swearing when they make a mistake Mumbles obscenity in frustration This is "crap" Talking back Yelling at another student Disrespectful tone Insolent response to instructions Muted or inferred swearing Calling out Poor attitude - 'whatever' 	Swearing or curse words directed toward others in a demeaning, provoking or aggressive manner. Disrespectful messages and actions include negative comments based on race, religion, gender, age, national origin, verbal attacks based on ethnic origin, disabilities or other personal matters.	<ul style="list-style-type: none"> Swearing, use of abusive language at another person Name calling Deliberate use of offensive in front of class Discriminatory or racist remarks Arguing with an adult
Truant/ skip class	Student in school ground but not in their timetable class	<ul style="list-style-type: none"> Student wandering around school Attending a non-timetable class without permission Hiding in toilet Hiding in various other locations 	Unexplained absence (with or without parent/guardian knowledge)	<ul style="list-style-type: none"> Leaving school without permission Repeated failure to attend classes or school Early departure without permission or signing out Repeated absence from school without care's permission
Threats to others	Student threatens to harm others (low likelihood of it being carried out)	<ul style="list-style-type: none"> aggressive body language verbal taunts written taunts 	Student threatens with the intention of causing physical or emotional harm others in a more aggressive manner	<ul style="list-style-type: none"> Encouraging/instigating others to fight "I'll get you after school" "You're dead"
Third minor referral	Repeated problem behaviour despite staff support, correction and intervention requiring Minor ODR	<ul style="list-style-type: none"> As per all minor behaviours on this list 3 minor referrals in a short period of time 		
Substance misconduct involving tobacco and other legal substances			Student is using, in possession or assisting another student to access inappropriate legal substances	<ul style="list-style-type: none"> Alcohol Tobacco Prescription medication sniffing aerosols/glues

Substance misconduct involving illicit substance			Student is in possession or supporting another student in accessing illicit substance (illegal drugs)	<ul style="list-style-type: none"> using mobile devices to contact other dealing in drugs
Refusal to participate in program of instruction	Student chooses not to engage in their program by passive actions; fails to do set tasks or respond to instructions	<ul style="list-style-type: none"> "I'm not doing this" Task avoidance Refusing to bring required materials Arms folded, head on desk Walking away or around classroom "You can't make me" 	Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks	<ul style="list-style-type: none"> Leaving class without permission Continuing verbal defiance/refusal Temper tantrums
Property misconduct	Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm.	<ul style="list-style-type: none"> Playing with scissors Kicking over furniture Scribbling or writing in inappropriate areas Hiding others school belongings Not storing items in their place Tearing pages from a book Snapping rulers, pencils, crayons, erasers etc. Taking other's things to use – but not stealing (eg. opening other's tidy trays) Throwing waste on the floor 	Student wilfully damages or misuses property that results in substantial destruction or disfigurement of property Stealing - Taking someone else's property without permission, being in possession of, having passed on, or being involved in the removal of someone else's school property	<ul style="list-style-type: none"> Letting tyres down Breaking property Deliberate sabotage of equipment or property Deliberate vandalism Stealing valuable property that belongs at school, or to the school, or that of others
Possess prohibited items	Student found in possession of prohibited items	<ul style="list-style-type: none"> Spray paint/ liquid paper/ aerosols/ firecrackers/ water bombs? 	Student in possession of weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers	<ul style="list-style-type: none"> Weapons Inappropriate published/downloader pornographic material/ how to construct illegal objects/ materials
Prohibited items	Student uses and shows other students non-dangerous, prohibited items	<ul style="list-style-type: none"> Spray paint/ liquid paper/ aerosols/ water bombs? Chewing gum 	Student uses/ shows to others - weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers	<ul style="list-style-type: none"> Weapons Inappropriate published/downloader pornographic material/ how to construct illegal objects/ materials

Physical Misconduct	Non serious, but inappropriate physical contact/touching which does not result in injury	<ul style="list-style-type: none"> Pushing/shoving Inappropriate physical contact Rough play Throwing objects, food Tripping others Spilling on ground 	Actions involving serious physical contact where injury may occur. Intent to cause injury, harm to others, or threaten others.	<ul style="list-style-type: none"> Fighting Punching Hitting with an object Playing tackle football Kicking/Scratching Using or intent to use sharp/dangerous object or weapon Slapping/ Choking Tackling/singing to ground Hair pulling Spitting at or on another Backling Throwing objects at another
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Other conduct prejudicial to the good order and management of school	Unsafe or disruptive behaviour outside classrooms. Movement around school not involving hurting anyone else	<ul style="list-style-type: none"> Running on cement or around buildings Running on stairs and verandahs Sliding down stair railings Riding bikes, scooters or skateboards in school grounds Entering out of bounds areas 	Dangerous behaviour on school grounds. Conduct that damages the school good name – inappropriate major problem behaviour while on excursions or in the community while in school uniform	<ul style="list-style-type: none"> Ongoing breach of minor definition Climbing on top of roofs Smoking outside of school while in school uniform
Non compliant with routine	Brief or low-intensity failure to respond to adult requests Not following class or school rules, expectations and routines	<ul style="list-style-type: none"> Asking for help routine Entering the classroom routine Lining up routine Handing out routines Toilet routine Transition routine 	Repeated refusal to follow or comply with expected (and taught) routines.	<ul style="list-style-type: none"> Temper tantrums Walking away Verbal defiance
Misconduct Involving object			Using objects, equipment as weapons with the intention of causing harm to self, others or property	<ul style="list-style-type: none"> Using a stick to threaten or risk harm to others Throwing objects (stones/sticks, balls)
Lying/cheating	Engaging in minor, low level, lying/cheating	<ul style="list-style-type: none"> Starting stories Consistently cheating to win eg, during a cricket game 	Student tells lies, spreads rumours, denies behaviour violations despite evidence. Obtaining answers unfairly or covertly, accessing information for significant academic gain or advantage.	<ul style="list-style-type: none"> Spreading stories/ gossip, rumours about others with the intent to hurt or harm other's reputation Plagiarism Using technology to access information during tests

Late	Arrives late at school or class without adequate reason	Arrives 5? mins late for school or class?	Arrives late repeatedly at school or class without adequate reason.	Arrives 5 - 10 + mins late?
IT misconduct	Student engages in non-serious but inappropriate (as per IT Policy) use of personal or school technology	<ul style="list-style-type: none"> Sending inappropriate emails, video material etc. Use of personal technology in class without permission. Refusal to turn off devices when requested. 	Student engages in serious misuse use of personal or school technology (as per IT Policy)	<ul style="list-style-type: none"> Sending malicious emails, offensive video material etc. Accessing or displaying pornographic material Recording students (self or others) engaging in socially unacceptable behaviour Uploading recording of behaviour violations Repeated use of personal technology in class despite correction
Dress Code	Failure to comply with school dress standards	<ul style="list-style-type: none"> Denim shorts Hooded jumpers 	Wearing of clothing that does not comply with expected standards of dress and uniform including provocative or inappropriate clothing	<ul style="list-style-type: none"> Lip studs Scidly coloured hair Wearing clothing displaying offensive, obscene language or imagery
Disruptive	Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning	<ul style="list-style-type: none"> Inappropriate, non-related talking Talking over teacher/ calling out Tapping pencils or other objects Playing with objects/toys Hiding from teacher Deliberately making distracting noises Talking to others to distract from learning Wandering around room 	Repeated behaviour that deliberately disrupts teaching and learning for a prolonged period of time	<ul style="list-style-type: none"> Sustained loud talking Constant noises with materials Out-of-seat behaviour that continually deliberately disturbs others
Defiant/threat/s to adults			Repeated refusal to follow adult directions Student threatens an adult when given a direction	<ul style="list-style-type: none"> Yelling at an adult and refusing to follow instructions Abusive/threatening language or gestures towards adult Walking away while being spoken to by an adult

Bullying / Harassment	Student engages in low level, repeated behaviour intended to annoy, bother or belittling others.	<ul style="list-style-type: none"> Excluding others "Go away we don't like you" "You play like a girl" Insults 	Student engages in repeated threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters.	<ul style="list-style-type: none"> Sexual comments intended to intimidate, Verbals and physical threats to harm another person Inappropriate touching of others Encouraging/instigating others to fight Forcing another student to hand over tuckshop money
Other	Student engages in any other minor behaviour which do not fall into the above categories	<ul style="list-style-type: none"> Rolling eyes Inappropriate hand gestures 	Problem behaviour causing this referral is not listed above. Staff using this area will specify the problem behaviour observed.	<ul style="list-style-type: none"> Aggressive body language

Students

Below are examples of what these PBL expectations look like for students across the school.

Parents and staff

Term 1 PBL Expectations	
Weekly Overview	
Week	Expectation
Week 1	Introduction to PBL
Week 2	It is a learner: Understanding It is a learner in all areas of the school
Week 3	It is responsible: Understanding It is responsible in all areas of the school
Week 4	It is encouraging: Understanding It is encouraging in all areas of the school
Week 5	It is respectful: Respects expectations taught in previous weeks
Week 6	It is a learner: Listens carefully and follows adult instructions
Week 7	It is responsible: Keeps my hands and feet to myself
Week 8	It is encouraging: Use positive and supportive language
Week 9	It is a learner: Stay in my learning space. Ask permission if you need to leave the learning space
Week 10	It is respectful: Respects expectations taught in previous weeks

Term 1 PBL Expectations	
Weekly Overview	
Week	Expectation
Week 1	It is a learner: Follows Plan
Week 2	It is responsible: Respects others and their property
Week 3	It is encouraging: Listens when others are speaking
Week 4	It is a learner: Works to the best of my ability
Week 5	It is respectful: Respects expectations taught in previous weeks
Week 6	It is responsible: It is safe and always wear a hat
Week 7	It is a learner: Get to school on time
Week 8	It is responsible: Play in the library if I have my hat
Week 9	It is encouraging: It is open and welcoming to all
Week 10	It is respectful: Respects expectations taught in previous weeks

Term 1 PBL Expectations	
Weekly Overview	
Week	Expectation
Week 1	It is a learner: Cooperate and participate in all activities
Week 2	It is responsible: Right Place Right Time
Week 3	It is encouraging: Work independently with partners and small groups
Week 4	It is respectful: Respects expectations taught in previous weeks
Week 5	It is a learner: Actively participate in all lessons by having a go
Week 6	It is responsible: Learn prepared for class
Week 7	It is encouraging: Use positive words in the playground
Week 8	It is a learner: Ask for help if you are not sure
Week 9	It is respectful: Respects expectations taught in previous weeks

Term 1 PBL Expectations	
Weekly Overview	
Week	Expectation
Week 1	It is a learner: Follows Plan
Week 2	It is responsible: Read safety and emergency rules
Week 3	It is responsible: Use fairness responsibly (How to wash your hands)
Week 4	It is encouraging: Encourage others to join your games
Week 5	It is respectful: Follows rules in the playground
Week 6	It is a learner: Travel quietly and show respect around the school
Week 7	It is responsible: Move slowly to destination through the playground
Week 8	It is encouraging: Be a positive role model for Redbank State School
Week 9	It is respectful: Respects expectations taught in previous weeks

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Thoughtful

What we expect to see from you	What you can expect from us
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Accountable

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Co-operative

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Kind

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Consideration of Individual Circumstances

Staff at Rockville State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. Trauma is a factor that needs to be considered and staff complete trauma training to be able to appropriately assist in this area.

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

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

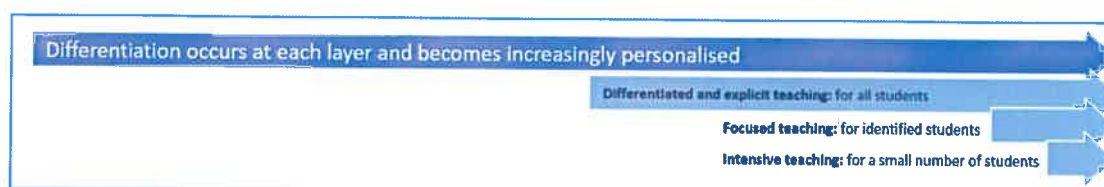
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



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

Every classroom in our school uses the PBL Expectations Matrix and Transition Matrix, illustrated below, as a basis for developing their behaviour standards. Using these matrixes, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Rockville State School 'a great place to learn'

Our Expectations

Our priorities	Our Expectations	Our Expectations	Our Expectations	Our Expectations	Our Expectations	Our Expectations
Be proud	• Dress appropriately • Greet staff and peers • Follow school rules • Participate in school activities	• Dress appropriately • Greet staff and peers • Follow school rules • Participate in school activities	• Dress appropriately • Greet staff and peers • Follow school rules • Participate in school activities	• Dress appropriately • Greet staff and peers • Follow school rules • Participate in school activities	• Dress appropriately • Greet staff and peers • Follow school rules • Participate in school activities	• Dress appropriately • Greet staff and peers • Follow school rules • Participate in school activities
Be responsible	• Listen attentively • Participate in lessons • Follow instructions • Complete work on time	• Listen attentively • Participate in lessons • Follow instructions • Complete work on time	• Listen attentively • Participate in lessons • Follow instructions • Complete work on time	• Listen attentively • Participate in lessons • Follow instructions • Complete work on time	• Listen attentively • Participate in lessons • Follow instructions • Complete work on time	• Listen attentively • Participate in lessons • Follow instructions • Complete work on time
Be encouraging	• Show respect • Be kind • Help others • Be a good friend	• Show respect • Be kind • Help others • Be a good friend	• Show respect • Be kind • Help others • Be a good friend	• Show respect • Be kind • Help others • Be a good friend	• Show respect • Be kind • Help others • Be a good friend	• Show respect • Be kind • Help others • Be a good friend

ROCKVILLE STATE SCHOOL

BE A LEARNER, BE RESPONSIBLE, BE ENCOURAGING

BE A LEARNER	BE RESPONSIBLE	BE ENCOURAGING
<p>BE A LEARNER</p> <ul style="list-style-type: none"> • Listen attentively • Participate in lessons • Follow instructions • Complete work on time 	<p>BE RESPONSIBLE</p> <ul style="list-style-type: none"> • Show respect • Be kind • Help others • Be a good friend 	<p>BE ENCOURAGING</p> <ul style="list-style-type: none"> • Show respect • Be kind • Help others • Be a good friend

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Rockville State 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
- require intensive teaching.

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

Functional Based Assessment.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching



involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

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

may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class

- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This 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 Rockville State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (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.

School Policies

Rockville State 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 Rockville 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 Rockville 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 Rockville 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 Exemplar State College 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 Rockville 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 Rockville 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, Rockville 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 Rockville 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 Rockville 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 Rockville 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

- Rockville 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.

Rockville State School has a **Student Counsel**, 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 Counsel 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 Student Leadership Forum 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 Rockville State 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 Exemplar State College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

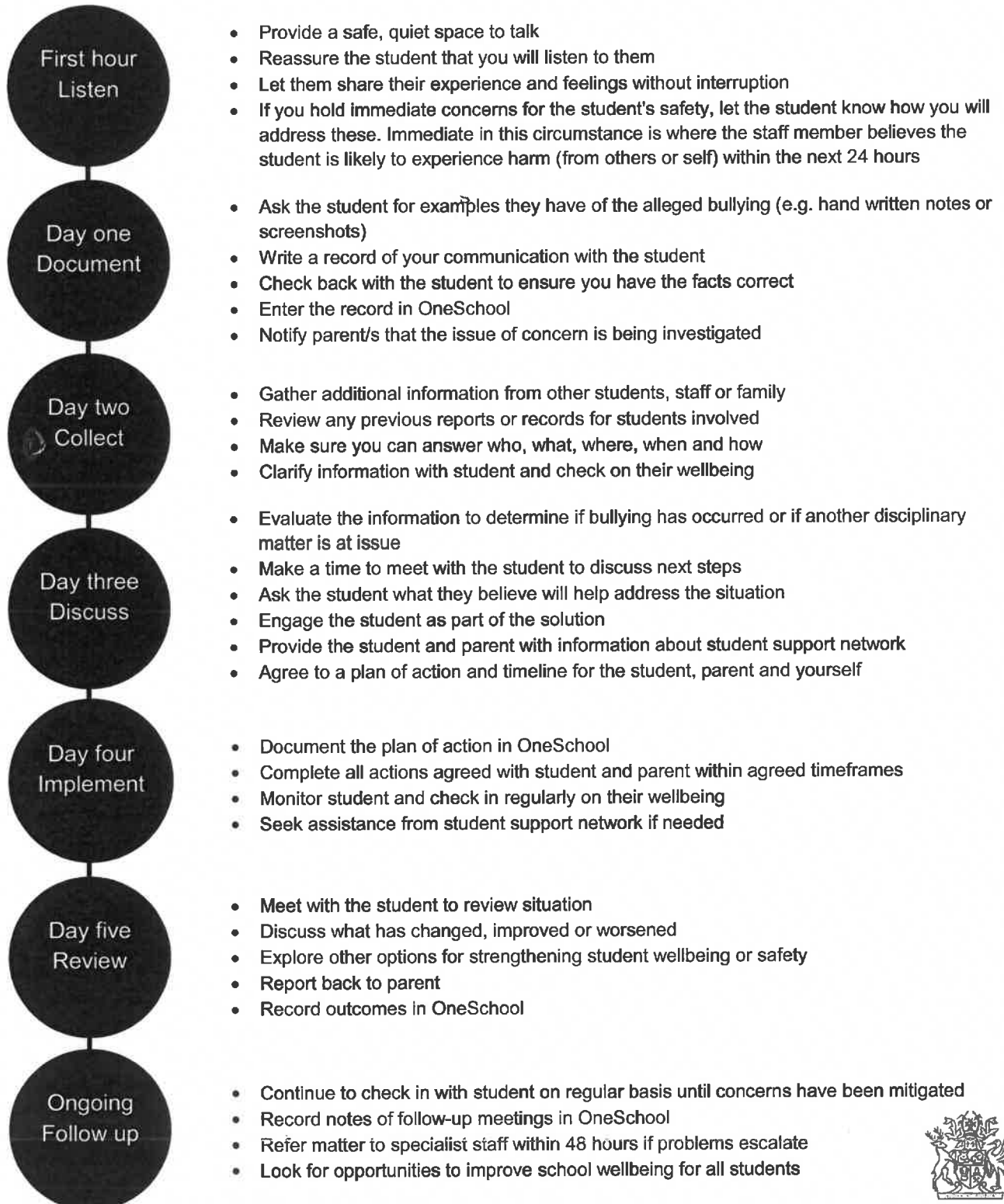
The following flowchart explains the actions Exemplar State College teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Rockville State school - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Principal : Vicky Broderick 46592333



Cyberbullying

Cyberbullying is treated at Rockville 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 (for students in primary year levels) or the form class teacher (for students in secondary year levels).

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 Rockville State 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

Rockville State 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](#).

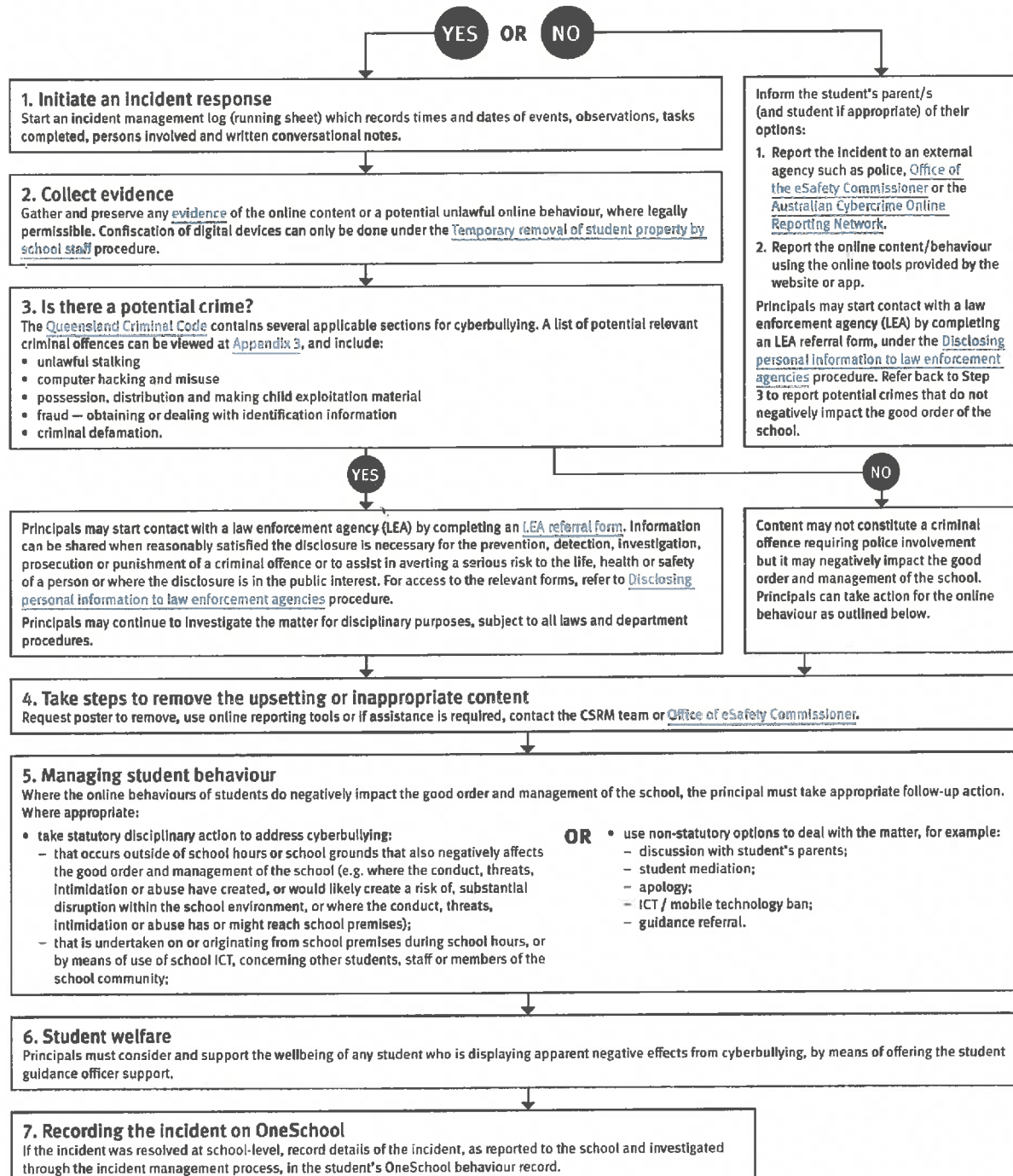
Explicit images

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.

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

Rockville State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Rockville State 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.

Rockville State School – Anti-Bullying Compact

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

Rockville State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

