Rockhampton State High School

Responsible Behaviour Plan for Students
(2018)

based on The Code of School Behaviour

1. Purpose

Rockhampton State High School is committed to learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all of its students. Rockhampton State High School is strongly committed to providing a quality, futures-oriented education that enables all students to achieve to their full potential.

The school’s Responsible Behaviour Plan for Students supports high expectations of behaviour through personal and collective responsibility and accountability. It supports teachers to deliver high quality, equitable and inclusive programs to all students. The Responsible Behaviour Plan assists students to develop positive behaviours and life skills for students, so they can participate positively within and beyond our school community.

2. Consultation and data review

Rockhampton State High School has developed this plan and undertaken a process of consultation which insures that students, teachers and the broader school community have played a significant role in the creation of the Responsible Behaviour Plan for Students.

Broad consultation with parents, staff and students was undertaken through semester 2, 2013. A review of student behaviour data was undertaken and the identified outcomes drove the development of the Plan.

3. Learning and behaviour statement

Rockhampton State High School believes that all students, teachers and members of the school community have a right to learn, to teach and to work in a safe, supportive and orderly environment. This includes a school free from disruption, harassment and intimidation, where members of the school work in partnership for the good of the individual and the school.

Our Responsible Behaviour Plan is based on Education Queensland’s Code of School Behaviour and the shared beliefs of the school community.

Rockhampton State High School’s values underpin all school rules. At Rockhampton State High School we value:

• Professionalism
• Respect: For learning, self and others and the environment.
• Innovation and Creativity
• Diversity and Inclusiveness
• Excellence
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Rockhampton State High School believes that all people are responsible for, and control their own behaviour. The school believes that individual students can be supported to recognise and address behaviour that operates outside of the stated expectations for student behaviour. The school believes that most behaviour can be dealt with through effective classroom management strategies and has created mechanisms to promote this within the school, this is implemented through a clear hierarchy of responsibilities for school staff (Appendix 1).

Teachers at Rockhampton State High School model a consistent approach to classroom management. Essential Skills for Classroom Management (Appendix 2) enables teachers to establish and maintain expectations for behaviour and effort. An environment of quality teaching and learning is achieved by:

- Setting and modelling classroom expectations (Appendix 3)
- Balancing positive reinforcement for appropriate behaviours with student redirection using language of acknowledgement and correction
- Balancing verbal and non-verbal communication
- Giving clear instructions and ensuring understanding
- Using explicit teaching instructions.

Rockhampton State High School believes that students will be engaged in learning when the curriculum and learning activities are connected to their lives and to the real world.

We value difference and diversity and accommodate them within our school community by fostering a student-centred approach to behaviour management within the context of the whole school framework.

We believe that planned behaviour management:
- Promotes an effective teaching and learning environment
- Can be achieved by a whole school approach
- Is adhered to by all staff and is easily understood by students, parents and the community
- Is consistent, fair, firm and does not detract from a person’s dignity
- Relies on everyone’s active involvement – students, parents and staff
- Promotes the school values of ROCKS (Respect, Opportunity, Challenge, Knowledge, and Success).

**Universal behaviour support**

Rockhampton State High School's approach to behaviour management has been developed after consulting across the school community. It is a whole-school approach to behaviour management because it values and incorporates the essential contribution of parents, teachers, students, internal and external support staff and outside agencies in supporting student’s learning. This has been demonstrated by:

- Consultation about prior and alternative behaviour management theories and systems;
- Thorough review and understanding of Education Queensland’s Code of School Behaviour and the Essential Skills for Classroom Management;
• Establishment of behavioural programs that are known and understood by the school community;
• School wide expectations and school rules are overtly taught to all students and displayed in classrooms (Appendix 3, 4 and 6).

Part of the standardised practice for incidental behaviour management is to refer to these published rules;
• Parents, teachers, students and support staff have access to meaningful professional development and
• Managing student’s needs on a case-by case (inclusive) basis by following clear processes that are confirmed by data collected over time. These processes are fundamentally underpinned by the concept of natural justice.

All members of the school community are expected to support the Responsible Behaviour Plan at Rockhampton State High School. Mechanisms have been put into place to facilitate this, these include classroom/school rules and expectations of behaviour whic h:
• Are collaboratively developed
• Reflect the values of the broader community
• Are written in common (student centred) language
• Focus on positive practices and behaviour that support the learner and the teacher
• Are modelled by staff
• Are implemented in a clear, transparent and consistent manner (Appendix 5 and 6).

Our behaviour philosophy is also used to support students through the use of ancillary and support staff. Students are supported to operate within the tenets of the behaviour system by accessing:
• The School Based Police Officer (SBPO)
• The School’s Guidance Officer
• The Community Education Counsellor and other Indigenous Support Staff
• The school’s youth worker, chaplain and nurse
• District Behaviour Support Staff
• School-based indigenous support network
• Peer mentoring program linking senior students with the junior school
• Year Level Co-ordinators and Head of Department networks.

**Targeted behaviour support**

Rockhampton State High School uses a range of other strategies to support student learning needs and therefore engage students. Some of these include:
• Ability-specific English and Maths classes
• A modular, choice-based curriculum
• Curriculum modification (part timetable) in conjunction with work-experience (FEET First Program) and work readiness programs
• Tutorials run through Effective Teaching and Learning department (ETL) which focus on literacy and numeracy programs
• Accessing anti-bullying and gender specific anger management programs
• Indigenous programs to target social and emotional wellbeing.
Rockhampton State High School implements reactive / corrective strategies for critical incidents. These incidents must be dealt with in a timely manner, ensuring natural justice for all. A case management approach (satisfying the needs of the individual), which accesses internal and external agencies is used to support students at risk.

Students have a responsibility to work within the expectations of the school community as stated in the Expectations of Students.

5. Network of student support

Rockhampton State High School boasts a range of specialised staff to support students within the school environment.

The support team includes:
- Chaplain
- School Nurse
- Youth Worker
- Community Education Counsellor (Indigenous)
- School Based Police Officer
- Guidance Officer
- FEET First (Full Employment, Education and Training) team

External networks include:
- Darumbal Community Youth Service
- Girls Time Out
- Reconnect
- Salvation Army
- Family Planning
- Capricornia Training Company
- MRAEL
- Head Space
- Wahroonga

6. Emergency responses or critical incidents

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic Defusing Strategies:

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.
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.

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.

Follow through
If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief
Help the student 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.

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Rockhampton State High School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can include coming between students, blocking a student’s path leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations using more forceful restraints.

It is important that all staff understand:
- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve the situation
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.
Any physical intervention must:
- Be reasonable in the particular circumstances
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to achieve the desired result, and
- Take into account the age, stature, disability, understanding and gender of the student.

Record keeping
- Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
  - Incident report
  - Health and Safety Incident Record
  - Debriefing report (for student and staff).

7. School response to unacceptable behaviour

Rockhampton State High School is a work environment and behaviour in keeping with a work environment is required. Expectations at Rockhampton State High School regarding safety, behaviour, dress standards and relationships are similar to any workplace.

The following are examples of behaviours deemed to be unacceptable and the likely consequences they would entail.

Consequences are to be applied to:
- Provide the opportunity for all students to learn
- Ensure the safety of staff and students
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions
- Ensure that students, parents and their teachers take a role in a process of natural justice and procedural fairness.

In applying consequences for unacceptable behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Students will be dealt with on a case-by-case basis, with all final decisions at the principal's discretion.

Rockhampton State High School will use a range of consequences that are authorised by Education Queensland, including:
- Detentions
- Suspensions
- Exclusions
- Cancellations of enrolment.

Certain types of behaviour are serious enough to warrant the consequences of recommendation for exclusion.
- These consequences are to be used after consideration has been given to all other responses.
- Access to alternative programs and input from other agencies may be necessary for students who repeatedly operate outside of the minimum standards for student behaviour.
Examples of Minor Problem Behaviours and Consequences

**Behaviour**
- Classroom disruption
- Failure to complete set tasks
- Poor attitude to class/lack of commitment to tasks
- Failure to bring required resources
- Inappropriate interaction with others
- Inappropriate language
- Insolence
- Bullying (Appendix 7)
- Failure to observe workplace/health and safety guideline – minor instances
- Rudeness to other people
- Disrespectful attitude
- Lateness to class
- Truancy – first offence
- Minor misbehaviour in class/playground/bus/school sports/school functions/on excursions
- In possession of prohibited items
- Intimate physical behaviours (hand holding, cuddling, kissing etc.)
- Use of social media networks within school hours whilst on campus
- Failure to comply with policy on acceptable computer usage
- Failure to comply with uniform policy
- Failure to comply with the mobile phone policy – first instance

**Consequences**
- Detention (Appendix 6)
- Referral (Appendix 5)
- Community Service
- Daily Behaviour Reports
- Letter issued by Student Services
- Withdrawal of computer network access
- Drop a behaviour level
- Confiscation of mobile phone or other electronic device
- Confiscation of inappropriate materials
- Repairing damage to property/restitution
- Counselling or mediation
- Referral to school support team
- Intervention meeting.
Examples of Major Problem Behaviours and Consequences

Gross Acts of Misconduct can take a variety of forms and the school can enact a range of consequences. The consequences will be administered in a sliding scale based on frequency and severity of the incident and the profile and past history of the student.

Behaviour

- Behaviour that brings the school into disrepute
- Disruption in, or overuse of, the Referral System
- Repeated and/or serious disruption to learning
- Refusal to engage in a referral system
- Repeatedly skipping classes
- Repeated truancy
- Smoking – second or subsequent instance
- Leaving school grounds without permission
- Persistent or wilful refusal to comply with instructions/rules/school policies/plans
- Serious and/or gross defiance
- Giving a false name
- Gross insolence
- Gross disobedience
- Gross defiance
- Serious or repeated instances of bullying, including cyber bullying (Appendix 7)
- Aggressive behaviour in actions with people or property
- Refusal to cooperate with behaviour management plans or programs of instruction
- Dishonest behaviour e.g. fraud, lying, forgery
- Offensive gestures or comments
- Unethical behaviour
- Verbal harassment (use of obscene/offensive language)
- Verbal threats (abuse, intimidation, bullying)
- Physical harassment (interference, abuse, intimidation, rough handling)
- Physical violence/assault – hitting, kicking, punching, throwing objects at others – against adults (teachers, aides, parents, visitors etc) and against students
- Wilful damage/vandalism
- Contraventions of the usage of electronic devices (Appendix 9)
- Sexual harassment, including ‘dacking’
- Repeated intimate physical contact (hand holding, cuddling, kissing etc.)
- Intimate contact of a sexual nature
- Racial harassment
- Unacceptable behaviour – involving self (exposure/abuse) involving other persons (soliciting, consorting) exhibiting offensive material (pornographic, debasing or degrading material)
- IT misconduct (major breach of school network)
- Inciting others to behave in a negative, disobedient or riotous manner
- Dangerous behaviour – involving motor vehicles, bombs, knives, weapons etc
- Unlawful behaviour – theft, robbery, break and enter, hoax calls
- Drugs – prescription drugs (e.g. amphetamines) – use and/or possession (small quantities)
- Drugs – soft (e.g. Hashish/Marijuana) use and/or possession (small quantities), possession of implements
- Drugs – alcohol use and/or possession
- Substance abuse
- Substance abuse (over the counter drugs and other substances)
- Interference with other people’s property
- The use of aerosol deodorant spray on school grounds
• Actions that negatively affect and/or end danger the safety and/or wellbeing of others
• Use of social media networks to add material which brings the school into disrepute
• Actions that negatively affect the environment.

Consequences
• Withdrawal from class to work under the supervision of another teacher
• Intervention meetings
• Counselling by a member of the Administration or Support Teams
• Discipline Improvement Plan (DIP)
• Complex Case Management (CCM)
• Risk assessment
• Drop a behaviour level
• Withdrawal of privileges — school social events
• Unable to represent the school in any way: excursion, sporting visits, school camps, sports teams, bands, musicals
• Confiscation of Personal Technology Devices
• Removal or computer and network access
• Detention (Appendix 6)
• Suspension
• Advice may be given with respect to cancellation of enrolment as per the Monitoring of Senior Students Policy.

Examples of Extremely Serious Behaviours and Consequences

Behaviours
• Repetition of behaviours listed above
• Very serious instances of behaviour listed above
• Physical violence — sexual assault
• Attempted rape/rape
• Drugs — prescription; possession of large quantities or dealing/selling/distributing
• Drugs — hard (e.g., Cocaine/speed/LSD) use and/or possession (small quantities)
• Drugs — soft, possession of large quantities or dealing/selling/distributing
• Drugs — alcohol — dealing/selling/distributing
• In possession of dangerous prohibited items (aerosol sprays which may cause medical emergency, weapons).

Consequences
• Suspension
• Exclusion
• Cancellation of enrolment

Exclusion
Application for the exclusion of a student may be made on the following grounds:
1. Disobedience that is so serious that suspension is inadequate to deal with the behaviour; and or
2. Misconduct that is so serious that suspension is inadequate to deal with the behaviour; and or
3. Other conduct prejudicial to the good order and management of the school that is so serious that suspension is inadequate to deal with the behaviour.
Cancellation of enrolment of students above compulsory school age

- Section 316 of “Education (General Provisions) Act 2006 states that
  “The enrolment at a State school of a student who is more than compulsory school age may be cancelled under this provision on the ground that the student’s behaviour amounts to a refusal to participate in the educational program provided at the school”

Examples of refusal to participate in the educational program would include unauthorised absenteeism and insufficient application to studies to ensure satisfactory progress.

8. Consideration of individual circumstances.

Consequences for breaching the Rockhampton State High School Responsible Behaviour Plan are implemented on a sliding scale and are gauged on a case-by-case basis. Core to the issue is a process of natural justice.

Other factors may include:
- Age of the child
- Previous behaviour record
- Severity of the incident
- The investigation process and data collection process
- Degree of provocation and student involvement
- Intent of the action
- Previous intervention strategies and attempts to encourage the student to engage meaningfully with the school’s expectations for positive student behaviours.

When applying consequences for breaches of The Rockhampton State High School Code of School Behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Consideration of the needs and rights of others

In managing responsible behaviour, consideration must also be given to the needs and rights of other school community members. The behaviour of individuals should not impact negatively on others. The proactive strategies outlined provide students with the appropriate skills to deal with adverse situations and the reactive strategies maintain the safety and well-being of others.

9. Related legislation

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

- Safe, Supportive and Disciplined School Environment
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Use of ICT Systems

11. Some related resources

National Safe Schools Framework
National Framework for Values Education in Australian Schools
National Framework for Values Education in Australian Schools – Queensland
Bullying. No Way!
School Wide Positive Behaviour Support
The Code of School Behaviour

Endorsement

Principal  P&C President or Chair, School Council  Regional Executive Director or Executive Director (Schools)

Date effective:

from ........................................... to ...........................................
### APPENDIX 1: Rockhampton State High School Behaviour Responsibilities

<table>
<thead>
<tr>
<th>Teacher Actions</th>
<th>Head of Department Curriculum Actions</th>
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</thead>
<tbody>
<tr>
<td>• Behaviour expectations – aligned with ROCKS/ESCM</td>
<td>• Classroom behaviour assistance</td>
</tr>
<tr>
<td>• Warnings and following through with consequences</td>
<td>• Check behaviour incidences for student (faculty/ across faculties)</td>
</tr>
<tr>
<td>• Use of pre-referral card, amber referral slips</td>
<td>• Contact YLC if occurring across faculties</td>
</tr>
<tr>
<td>• Parental contact (phone/email/letter pro-forma/SMS)</td>
<td>• Consequences given</td>
</tr>
<tr>
<td>• OneSchool contact &amp; behaviour</td>
<td>• OneSchool contact</td>
</tr>
<tr>
<td>• Consequences (two chances given) issued and documented (OneSchool)</td>
<td>• Class changes for repeat students</td>
</tr>
<tr>
<td>• Referral of persistent behaviours with no/minimal improvements</td>
<td>• Cyclical behaviour – alert Admin for further action.</td>
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<tr>
<td>• Referral of extremely serious or major problem behaviours (Red Slip)</td>
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<tr>
<th>Year Level Coordinator Actions</th>
<th>Junior Secondary Head of Department</th>
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<tbody>
<tr>
<td>• Student welfare and PGD incidences</td>
<td>• Identify students not improving on DIPs (Years 7-10)</td>
</tr>
<tr>
<td>• Discipline Improvement Plans (DIPs) for students with multiple incidents</td>
<td>• Oversee behaviour-related Complex Case Management (CCMs)</td>
</tr>
<tr>
<td>• OneSchool contact</td>
<td>• Allocate CCMs to qualified staff (with DPJS)</td>
</tr>
<tr>
<td>• Welfare meeting highlighting students with multiple incidences (&gt; 3 incidences</td>
<td>• Share case load</td>
</tr>
<tr>
<td>across different faculties/week have individual meetings)</td>
<td>• Advise DPs/ Principal regarding lack of improvement (CCM)</td>
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<tr>
<td>• Mediation (if appropriate)</td>
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<tr>
<td>• Consultation with DP regarding student behaviours</td>
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<tr>
<th>Senior Secondary Head of Department Actions</th>
<th>Deputy Principal Actions</th>
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</thead>
<tbody>
<tr>
<td>• Oversee Risk of Cancellations (ROC)</td>
<td>• Red slip, HOD (curriculum area) and YLC referrals</td>
</tr>
<tr>
<td>• OneSchool Contact</td>
<td>• Recommendation for suspension</td>
</tr>
<tr>
<td>• Liaise with DP Senior Schooling</td>
<td>• OneSchool contact</td>
</tr>
<tr>
<td>• Recommendations for cancellations to Principal</td>
<td>• Review DIP</td>
</tr>
<tr>
<td></td>
<td>• Re-entry meetings</td>
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<tr>
<td></td>
<td>• Mediation</td>
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<tr>
<th>Principal Actions</th>
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<tbody>
<tr>
<td>• All SDA accountabilities/approvals</td>
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<tr>
<td>• Suspensions</td>
<td></td>
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<tr>
<td>• Cancellations, Exclusions, Appeals, Mediations</td>
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<tr>
<td>• OneSchool contact</td>
<td></td>
</tr>
<tr>
<td>• Re-entry meetings</td>
<td></td>
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<tr>
<td>• All Complex behavioural enrolments</td>
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### APPENDIX 2: Essential Skills for Classroom Management

<table>
<thead>
<tr>
<th>Management</th>
<th>Language of Expectation</th>
<th>Language of Acknowledgement</th>
<th>Language of Correction</th>
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<tr>
<td><strong>ESCM</strong></td>
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</table>
| **Establishing expectations** — So that everyone is clear about what is, and what is not, regarded as responsible and safe in a particular context.  
**Hint:** The key is the clear articulation and regular reinforcement of teacher expectations.  
**Giving instructions** — Clear, short instructions help students understand what they are expected to do.  
- Instructions help students organise what they are required to do.  
- Instructions cue students that they need to be actively engaged with the curriculum.  
**Waiting and scanning** — It gives students time to process the direction.  
- It indicates non-verbally to students that you mean what you say.  
- You avoid filling all the available time with excess talk which can inadvertently train the class to stop listening to you.  
**Cueing with parallel acknowledgement** — It cues other students to match the behaviour that is being acknowledged.  
- It is an alternative to a redirection, so can help you to avoid nagging or becoming too prescriptive.  
- It contributes to a positive tone in the classroom.  
**Body language encouraging** — Promotes a positive tone in the classroom.  
- Body language is an integral part of communication and strengthens relationships.  
- It promotes on-task behaviour when used intentionally.  
**Descriptive encouraging** — It describes to students the behaviour that will enable them to learn.  
- It reinforces the rules.  
- It promotes a positive, supportive learning environment.  
- It tells students about their competence.  
- It directs attention to strategies that are useful for problem solving.  
- It strengthens your relationship with students.  
**Selective attending** — To deliberately give minimal attention to safe, off-task or inappropriate behaviour  
- It avoids unintentionally reinforcing off-task or disruptive behaviour, decreasing the likelihood that this behaviour will be repeated.  
- It gives you time to think about how to handle the student’s behaviour in a productive way.  
- It gives you time to attend to other students who are on-task.  
- It is a deliberate process used within a discrete timeframe, having a beginning and an end.  
**Redirecting to the learning** — Initially, it provides a least-intrusive, positive, learning-focused prompt to resume on-task activity, reducing the need for further correction.  
- It puts the responsibility onto the student.  
- It reinforces the importance of on-task behaviour.  
- When linked with giving a choice, it reinforces to the student or group, your expectations and the likely consequences of the choices given.  
**Giving a choice** — It provides the student, or group, with information about your expectations and the logical consequences of the choice — it puts the responsibility onto the student.  
**Following through** — It clearly establishes that you mean what you say.  
- It models assertive behaviour in the face of threat.  
- It models morally courageous behaviour.  
**Hint:** Following through is necessary when all other skills have not been effective. Behave as if you are confident even though you may be feeling nervous or uncertain. It is the certainty of the consequence rather than the severity of the consequence that is important. |
### CLASSROOM EXPECTATIONS

<table>
<thead>
<tr>
<th>Values</th>
<th>Description</th>
<th>Students are to</th>
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</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Respectful start</td>
<td>o Be on time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Line up in two straight lines</td>
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<td></td>
<td></td>
<td>o Sit where directed by teacher</td>
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<tr>
<td>Opportunity</td>
<td>Opportunity for learning</td>
<td>o Have all equipment ready</td>
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<tr>
<td></td>
<td></td>
<td>o Follow all teacher directions</td>
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<tr>
<td></td>
<td></td>
<td>o Be respectful to all learners</td>
</tr>
<tr>
<td>Challenge</td>
<td>Challenge yourself to be your best</td>
<td>o Pay attention to your learning goal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Actively participate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Remember that everyone can learn</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Knowledge gained</td>
<td>o Follow bookwork policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Complete all set tasks to the best of your ability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Work well with others</td>
</tr>
<tr>
<td>Success</td>
<td>Successful end to lesson</td>
<td>o Write homework in planner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Clean and tidy your class</td>
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<tr>
<td></td>
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<td>o Wait for teacher dismissal</td>
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APPENDIX 4: Classroom Behaviour Flowchart Poster

Rockhampton State High School Referral Flowchart
Student Information

Appropriate classroom behaviour
- Follow instructions from the teacher
- Use appropriate language
- Act in a safe manner
- Allow others to learn by not distracting or disrupting them
- Sit and only move when directed

Inappropriate classroom behaviour
- Repeatedly not following instructions
- Repeatedly talking or disrupting others
- Repeatedly making noises
- Repeatedly using inappropriate language
- Repeatedly out of seat
- Repeatedly arguing with teacher
- Repeatedly throwing objects
- Repeated inappropriate use of equipment
- Safety breaches

Positive reinforcement and feedback

PRE-REFERRAL REFLECTION CARD
(WARNING)

Choose to demonstrate appropriate classroom behaviour
Student continues demonstrating inappropriate classroom behaviour

AMBER REFERRAL SLIP
(REFERRAL CLASS)
- Refuse to follow the referral process
- Repeated bullying/harassment
- Repeatedly defiant/threats to adults
- Misconduct – verbal/physical/property/TI/objects
- Swearing directly at a teacher
- Repeated threats to others
- Possession of prohibited substances
- Theft/stealing

RED REFERRAL SLIP
(ADMINISTRATION)
APPENDIX 5: Referral Process

Direct Action for Classroom Teachers

- The referral process is to be used for students demonstrating AMBER and RED levels of behaviour ONLY

<table>
<thead>
<tr>
<th>AMBER (Minor) behaviours (examples):</th>
<th>RED (Major) behaviours (examples):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatedly:</td>
<td></td>
</tr>
<tr>
<td>• Not following instruction/ arguing</td>
<td>• Persistent inappropriate language</td>
</tr>
<tr>
<td>• Use of inappropriate language, minor</td>
<td>• Swearing directly at a teacher,</td>
</tr>
<tr>
<td>safety breaches</td>
<td>• Significant safety breaches (WHS)</td>
</tr>
<tr>
<td>• Talking and disrupting others, out of</td>
<td>• Physical aggression/abuse of other</td>
</tr>
<tr>
<td>seat</td>
<td>students or staff</td>
</tr>
<tr>
<td>• Throwing objects</td>
<td>• Theft, vandalism</td>
</tr>
<tr>
<td>• Making noises</td>
<td>• Possession and/or use of prohibited</td>
</tr>
<tr>
<td>• Disrespectful towards other staff/students</td>
<td>substances</td>
</tr>
<tr>
<td>• Inappropriate use of equipment</td>
<td>• Refusal to follow referral process (Amber referral)</td>
</tr>
<tr>
<td></td>
<td>• Intimidating/insulting/bullying/threatening staff/students</td>
</tr>
</tbody>
</table>

- Only ONE student can be referred at a time
- Teachers **must enter referred behavioural incidents into OneSchool as soon as practical after the class.**

PRE-REFERRAL Card (Warning Card) – Handed out to students as a final warning for their behaviours before further consequences apply.

AMBER Referral Sheet - Sent with the student to student services who will allocate a classroom that the student will attend and work in for the remainder of the lesson.

RED Referral Sheet – Sent with the student to Administration.

How the Process Works

For students to be referred, the classroom teacher will do the following:

1. Utilise all reasonable classroom behaviour management strategies for students demonstrating positive behaviours (Appendix 4).

Students who have demonstrated inappropriate behaviour into AMBER level behaviour

2. The classroom teacher will follow the **Essential Skills for Classroom Management** (Appendix 2).

3. If the student continues to demonstrate poor behaviour, the classroom teacher will initiate a referral by handing the student the PRE-REFERRAL Card which indicates the student is at the final stage before being sent to the referral room.

4. If the student continues to demonstrate poor behaviour after having the PRE-REFERRAL Card, the classroom teacher will initiate a referral by handing the student a completed AMBER referral slip (See teacher handbook for referral sheet) and work to continue with.

5. The AMBER referral sheet is filled in, work is given to the student and sent with the student to Student Services to register the referral. The referred student is then sent to a classroom (determined by SS staff) with the referral sheet, a SS receipt, class work to continue with, and a referral note to take home.

6. A SMS message will be generated automatically and sent to the student’s parents/carers.

7. The incident **MUST** be entered into OneSchool by the Referring Teacher.

8. A student can only be referred for the duration of the lesson and will return to your class in the last 5 minutes to show you work and arrange a detention.
9. A lunch time detention **MUST** be given to the student to complete at the next possible time:
   - These detentions must take place at the start of either lunch break
   - Teacher-student negotiations should take place at this time to resolve the situation
   - If student fails to attend detention refer to the Detention Flowchart (Appendix 6).

**Students who have demonstrated RED level behaviour**

10. The classroom teacher will immediately initiate the referral by directly referring the student to Administration.

11. A RED referral sheet is filled in and sent with the student to the Deputy Principal. This student will be sent with a referral sheet explaining what they have done.

12. The incident **MUST** be entered into OneSchool by the classroom teacher. An email notification must be sent to your HOD and Deputy Principal from the OneSchool entry As Soon As Possible.

13. Deputy Principal will follow the behaviour management process for major or extremely serious behaviours.

**Direct Action for the Referral Teacher (Teacher receiving the referred student)**

- Allocate a work space for the referred student.
  - If room is restricted sit the student on the floor or outside the room where you can monitorthem.
- Ensure that the process has been completed correctly by the referring teacher; notify their HOD if the process has not been followed correctly.
- Send completed AMBER sheet back to the referring teacher with the student in the last 5 minutes of the lesson.

**Expectations of Referred Student’s Behaviour**

- Students should enter the room silently and engage in THEIR work set by THEIR teacher.
- Students should NOT engage in your lesson or with students in your room.
- Students should be completing THEIR work and not the work of your class.
- Students should be isolated with the end result being that the student does not want to come back.
- Senior students are not to engage or interact with the student.
- If you are doing an exam, oral, etc you will still be required to take the student. Follow the process below if the student causes issues or concerns.

**Students who continue to demonstrate AMBER or RED level behaviour while in the Referral Classroom**

14. For continued AMBER level behaviour, the Referral teacher will mark the appropriate box on the student’s AMBER referral sheet and direct student to Administration.

15. Should the student demonstrate RED level behaviour, the Referral teacher is to follow steps 10 – 12.
### APPENDIX 5: Referral Process

**Rockhampton SHS – AMBER Student Referral**

Referring teacher code: ___________ Date: ___________ Year: 7 8 9 10 11 12

Session: 1 2 3 4 5 6  Time referred: ___________ Current classroom: ___________

Student name:

- [ ] Student has received the Pre-Referral Card (Yellow Card)

**Behaviour Category (Enter into OneSchool) – The student has repeatedly displayed the following behaviour this lesson:**

<table>
<thead>
<tr>
<th>behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not following instructions</td>
</tr>
<tr>
<td>Talking and/or disrupting others</td>
</tr>
<tr>
<td>Arguing with teacher regarding instructions</td>
</tr>
<tr>
<td>Inappropriate language</td>
</tr>
<tr>
<td>Out of seat</td>
</tr>
<tr>
<td>Making noises</td>
</tr>
<tr>
<td>Minor safety breaches</td>
</tr>
<tr>
<td>Throwing objects</td>
</tr>
<tr>
<td>Inappropriate use of equipment</td>
</tr>
</tbody>
</table>

Comments:

- [ ] Student has been provided with work

**STUDENT TO REPORT TO STUDENT SERVICES**

Referral teacher: ___________ Classroom: ___________

Referral teacher comments:

- [ ] Worked well
- [ ] Behaviour issues continued – referred to ADMIN - Please record this on OneSchool

Time sent back to class/admin: ___________

19/10/2018
APPENDIX 5: Referral Process

Rockhampton SHS - RED Student Referral

Referring Teacher Code: ______ Date: _____ Year: 7 8 9 10 11 12
Session: 1 2 3 4 5 6 Time: _____ Current classroom: ______

Referring from: ☐ Classroom Teacher ☐ Referral Teacher ☐ Head of Department

Student name: ____________________________________________

Behaviour Category – Enter into OneSchool
This form to be used for major incident likely to result in school disciplinary absence. Please send student to Student Services with student escort / teacher aide if required.

☐ Bullying/Harassment ☐ Defiant/Threats to Adults ☐ IT Misconduct
☐ Misconduct Involving Object ☐ Physical Misconduct ☐ Threat/s to Others
☐ Property Misconduct ☐ Verbal Misconduct ☐ Substance Misconduct
☐ Possession of Prohibited Item/s
☐ Other: ____________________________________________

Describe behaviour: ____________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

19/10/2018
APPENDIX 7: Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Beliefs

At Rockhampton State High School we believe that we all have the right to feel safe as we learn and the responsibility to ensure others feel safe.

We believe that the entire school community – staff, students and carers – has a role in building a safe and supportive learning environment and establishing a school culture which reflects care, respect, inclusion, diversity, cooperation and non-violent resolution of conflict.

Verbal, physical, social and psychological, bullying behaviours will not be tolerated, nor will cyber bullying - the sending of threatening, demeaning or degrading messages by personal technology devices such as laptops, PDAs, cameras and/or voice recording devices, mobile phones, iPods and devices of similar nature or by using email or internet sites, producing offensive graffiti.

Education

Anti-bullying procedures at Rockhampton State High School incorporate the Respectful Communication Guide for Students (Appendix 8). This is based on building a safe and supportive environment, knowing when bullying is happening, acting to stop it and supporting those involved and managing incidents that have a serious impact on individuals and/or the school.

All students require a positive and supportive learning environment. The following are factors in the provision of this: shared values, beliefs and attitudes in the school community; quality relationships between teacher and students and student and student; knowledge of the Responsible Behaviour Plan; sound classroom and playground management strategies. A few students will require more specialised training in conflict resolution, empathy training, assertiveness training, negotiation and mediation skills and/or problem solving.

Follow Up

Reports of bullying will be investigated and acted on as outline in the Respectful Communication Guide for Students Flow chart (Appendix 8). Responses to bullying can include targeted support for victims and perpetrators, and sanctions consistent with the Code of School Behaviour.

Consequences

Consequences for instances of bullying will be as set out in the Responsible Behaviour Plan.
### Appendix 8: Respectful Communication Guide for Students

#### Poster

<table>
<thead>
<tr>
<th>Respect</th>
<th>Interaction which feels inappropriate/negative e.g. teasing, bullying is not accepted.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opportunity</strong></td>
<td>Use assertive behaviour (e.g. make eye contact, tell them politely to stop).</td>
</tr>
<tr>
<td><strong>I have the chance to work things out.</strong></td>
<td>If behaviour doesn’t stop/ not possible to use assertive behaviour, report to:</td>
</tr>
<tr>
<td></td>
<td>- Class teacher</td>
</tr>
<tr>
<td></td>
<td>- Playground duty teacher</td>
</tr>
<tr>
<td></td>
<td>- Year coordinator</td>
</tr>
<tr>
<td><strong>Challenge</strong></td>
<td>More serious/ incident continues:</td>
</tr>
<tr>
<td><strong>I will make appropriate choices and actions if this continues.</strong></td>
<td>- Report using Student Statement (YLC/Office)</td>
</tr>
<tr>
<td></td>
<td>- Consider preferred outcome</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>YLC to investigate issue and obtain witness statements.</td>
</tr>
<tr>
<td><strong>I know who to report this to which follows our school policy.</strong></td>
<td>Resolution/consequence applied.</td>
</tr>
<tr>
<td><strong>Success</strong></td>
<td>Further issue arises – continue to report using student statements (signed, dated) in office until issue is resolved.</td>
</tr>
</tbody>
</table>
APPENDIX 8: Respectful Communication Guide for Students

Flowchart

Minor negative interaction such as bullying, antisocial or teasing behaviour. (Classroom/Playground) - not acceptable/appropriate.

Use assertive behaviour if possible. Student removes themselves from the situation.

Incident resolved.

Student discusses this with staff member:
- classroom – teacher/HOD
- playground – teacher/YLC
- serious – administration

Student to report any further issue of concern to teacher/HOD/YLC.

Occurs in one class – Teacher/HOD
Multiple classes/ playground – YLC
Major – Admin

Involves parents – record as contact on ChildSafe.

Parental Contact

YLC Follow up.

YLC strategies - root finding:
- Resolution and actions agreed to by student (e.g. assertiveness script, apology, agreement)

Bullying behaviour fails to improve and/or escalate or is a serious initial incident.

Referral to administration.

Issue resolved.

Issue continues – further report, investigation and consequences issued.
APPENDIX 9: Use of Personal Technology Devices at School

**Mobile Phone and Electronic Devices Policy**
This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

**Personal Technology Device Etiquette**
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight at all times.

**Confiscation**
Students who fail to comply with this policy will be required to hand their phone or device in to Student Services. By the third occasion of each term we would ask that a parent/caregiver collect the item. A fourth breach may result in a school disciplinary absence.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

**Recording voice and Images**
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Rockhampton State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

19/10/2018
Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and earphones and devices of a similar nature.
APPENDIX 10: BEHAVIOUR LEVEL SYSTEM

Education Queensland’s Code of School Behaviour stipulates a Responsible Behaviour Strategy be adopted for all schools.

Our system allows the school to track student progress, motivate students to maintain and improve behaviours and supports the philosophy of respect at Rockhampton SHS.

Our level system is a tiered system identifying students who exhibit a range of behaviour patterns.

1. One: very responsible behaviours, participating in both school and community service.
2. Two: commendable students displaying very responsible behaviours and school service and/or community service.
3. Three: responsible behaviours, follows the school rules, may have been referred through the referral process. All students enter the school at this level.
4. Four: This includes students who have used the referral process excessively, and may display negative behaviours in the classroom and playground.
5. Five: These students are seen as being at the most risk. Continual interventions have failed to encourage the student to think responsibly, i.e. students who repeatedly disrupt or break the school rules.
   - These students may have been suspended and have been working on submitting a level up form for less than 2 weeks.
   - Due to the level of risk, students will not participate in school representative activities, school dances, excursions, or camps.

Student movement through level system

Student movement through the level system is determined by the discretion of the behaviour management committee made up of teachers and administration. This committee meets weekly to decide on the movement of students.

Upward movement is determined by considering student ‘level-up’ applications and referring to their behaviour profile, including having any referrals through the referral system.

Downward movement is determined after consulting their immediate behaviour record as well as attendance data, and taking into account individual circumstance.

Upward Movement

- Students can move from up a level after they have written an acceptable level-up form which fulfils the criteria for each position.
- The level-up form is available through Student Services, Year Coordinators or any staffroom.

Downward Movement

- Students who display critical incidence behaviours, who are suspended or commit a critical incident will move to level (5).
- Students whose attendance is at a level where the year coordinators have multiple interventions with them risk being dropped a level.
- Students move downward in response to their use of the referral process and in response to repeated breaches of school policy. The committee assesses individual student referral records and if a trend of persistent disruption and/or refusal to fulfil the requirements standard classroom behaviour or adherence to policy is evident, students will be moved downwards.

The level system is an effective tracking tool for students. Students value recognition for responsible behaviour. Students also recognise fair and consistent consequences exist for negative behaviours, and in the most part attempt to address their level to ensure that they can continue to represent the school. The level system provides an effective tracking system and helps motivate students to rise through the levels and access the full range of activities available to students.