Rockhampton State High School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Principal Signature:	
Date:	02-12-2020
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P/C President and-or School Council Chair Signature:	
Date:	02-12-2020

Contents

Purpose 4

Whole School Approach to Discipline 5

- Universal Behaviour Support
- Student Support Network 5
- Consideration of Individual Circumstances 6
- Differentiated and Explicit Teaching 6
- Focused Teaching 7
- Intensive Teaching 7

8

Disciplinary Consequences 9

- Detentions
- School Disciplinary Absences 11
- Cancellation of Enrolment 11

12

Critical Incidents 13

Restrictive Practices 14

Legislative Delegations 15

School Policies 16

- Preventing and Responding to Bullying
- Prevention 16
- Response 17
- Respectful Communication Process 18
- Personal Technology Policy 19
- Appropriate use of Social Media 20
- Temporary Removal of Student property 21

25

Rockhampton State High School Behaviour Responsibilities 27

Essential Skills for Classroom Management 28

Classroom Expectations Poster 29

Classroom Referral Poster 30

Referral Process 32

Detention Flowchart and Expectations 34

Behaviour Level System 35

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 Student Code of Conduct 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.

Whole School Approach to Discipline

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.

Teachers at Rockhampton State High School model a consistent approach to classroom management. The Essential Skills for Classroom Management enable 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
- 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.

Our Student Code of Conduct is based on Education Queensland's Code of School Behaviour and the shared beliefs of the school community.

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 the school values of ROCKS (Respect, Opportunity, Challenge, Knowledge, and Success).
- 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

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 Queensland Government's Student Code of Conduct and the Essential Skills for Classroom Management.

- Establishment of behavioural processes that are known and understood by the school community.
- School wide expectations and school rules are explicitly taught to all students and displayed in classrooms.
- 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 Student Code of Conduct at Rockhampton State High School. Mechanisms have been put into place to facilitate this, these include classroom/school rules and expectations of behaviour which:

- 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).

Student Support Network

Our behaviour philosophy is also used to support students through the use of ancillary and support staff. Rockhampton State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Rockhampton State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school.

Consideration of Individual Circumstances

Consequences for breaching the Rockhampton State High School Student Code of Conduct 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. A student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements are taken into account when responding to inappropriate behaviour and applying a disciplinary consequence, all of which is tracked and collated through OneSchool records.

Other factors may include:

- Age of the child
- Intent of the action
- Severity of the incident
- Degree of provocation and student involvement
- The investigation process and data collection process
- Previous intervention strategies and attempts to encourage the student to engage meaningfully with the school's expectations for positive student behaviours.

Consideration of the needs and rights of others

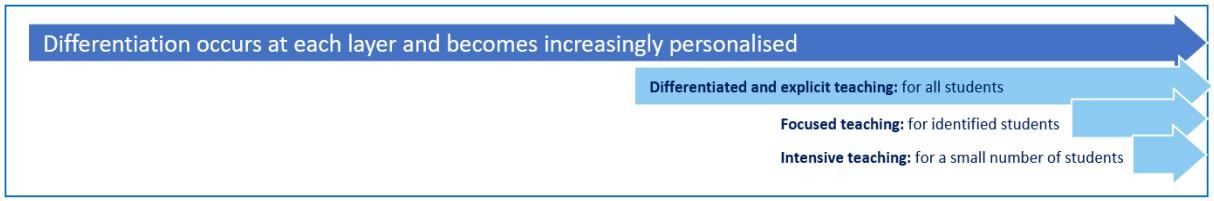
In managing responsible behaviour, consideration must also be given to the needs and rights of other school community members. The behaviour of individuals should not impact negatively on others. The proactive strategies outlined provide students with the appropriate skills to deal with adverse situations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

The school's obligations regarding the confidentiality of a student's individual circumstances, including applied disciplinary consequences, are outlined in the Department of Education's School Management Procedures

Differentiated and Explicit Teaching

Rockhampton State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for praise. Rockhampton State High School follows a differentiation model in line with the Department of Education's Whole School approach to differentiating teaching and learning for all students.

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



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The whole school curriculum plan and pedagogical framework employ a variety of strategic plans to allow for the differentiation and support of all students. School curriculum priorities are unpacked each staff meeting and explicitly managed throughout the school led by the Administration Team.

- **Writing**
- **Reading**
- **Differentiation**
- **Engagement**

Differentiated and explicit teaching occurs for all students. Identification of these students occurs in a variety of ways, predominantly with the 'Know Your Class' process and OneSchool procedures:

- Staff identify and place students in all classes using the OneSchool application (Class notes)
- Identify students in the low, middle and high ranges in classes
- List strategies (Maker Model) for use across the classroom to support students
- Class differentiation information is provided to Heads of Department for all subject areas and classes
- Revisited each term/semester with time allocated during staff meetings and planning sessions
- All supports for individuals logged and recorded through LEC Dept.

Focused Teaching

Focused teaching at Rockhampton State High School 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 behaviour

- **Excel Program** – Students apply for entry to the program of excellence for entry in Year 7. Selected students take part in the program in Year 7 with opportunities to continue dependant on academic achievement in their first high school year.
- **Project 999 -** Project 999 is based on identifying capable students in the junior school who have struggled with passing English. They receive one on one coaching which helps them unpack the expectations of their assessment.
- The **Nationally Consistent Collection of Data** process is used to monitor and support as well as provide focussed teaching to a range of students. 2018 saw 27% of students at Rockhampton State High School identified in this collection of data with supports provided accordingly. Students predominantly fall in the 'Differentiation' category of adjustment.
    - Students identified by Learning Engagement Department
    - Collaborative decision about students for inclusion: Rockhampton State High School Diversity Team (HODs, HOSES, classroom teachers, Guidance officer, Deputy Principal in collaboration with Principal)
    - Students identified and provided to staff each term for inclusion in planning and support
    - Class Dashboard – Class notes utilised for intensive differentiation planning and adjustments (OneSchool) with the expectation that all students on NCCD have a class note attached for each subject area. Staff are allocated some time each term to update and analyse class composition.
    - Planning for these students is evident in all unit plans for all subject areas

Intensive Teaching

Intensive teaching involves the 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.

Rockhampton State High School uses a range of strategies to support student learning and behaviour needs to engage students. Some of these include:

- Curriculum modification (part timetable) in conjunction with work-experience (FEET First Program) and work readiness programs.
- Accessing anti-bullying and gender specific self-management programs, such as Booyah and Rock and Water.
- Indigenous programs to target social and emotional wellbeing.
- Students at high risk and requiring intensive support will be allocated the following classes for Maths and English. Students participate in curriculum subjects at year level. These intensive classes promote literacy and numeracy skills across a range of ability areas and are smaller in size (typically 10-14 students). The goal is for students to move to an inclusive setting with support. This also allows for the intensive supports of students requiring physical/social supports.
    - Learning Support English
    - Literacy and Numeracy
    - Special Education Program
    - SLI supports and interventions

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 issues.

Disciplinary Consequences

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. Students are expected to behave in a manner which supports the school values of Respect, Opportunity, Challenge, Knowledge, and Success (ROCKS).

At times, disciplinary consequences may be used as part of student's educative process. The role of disciplinary consequences is to assist students to understand behavioural expectations and to learn more acceptable ways of interacting and engaging with others. The following are categories of behaviour that are deemed unacceptable at Rockhampton State High School, and would be addressed with disciplinary consequences:

- Bullying/harassment
- Defiant/threat/s to adults
- Disruptive
- Dress code
- IT misconduct
- Lateness
- Lying/Cheating
- Misconduct involving object
- Non-compliant with routine
- Physical misconduct
- Possess prohibited items
- Property misconduct
- Refusal to participate in program of instruction
- Substance misconduct involving tobacco and other legal substances
- Substance misuse involving illicit substance
- Threat/s to others
- Truant/skip class
- Verbal misconduct
- Other conduct prejudicial to the good order and management of the school

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.

Consequences are to be applied to:

- Ensure the safety of staff and students
- Provide the opportunity for all students to learn
- 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.

When responding to problem behaviour the staff member first determines if the problem behaviour is minor or major.

Minor Behaviours are those that (for example):

- Are a minor breach of the Student Code of Conduct.
- Can be managed by staff members at the time it happens.
- Do not seriously harm others, or cause the suspicion of potential serious harm.
- Do not violate the right of others in a significant way.
- Are not part of a pattern of problem behaviour.
- Do not require the involvement of the Administration Team.

Major Behaviours are those that (for example):

- Are a major breach of the Student Code of Conduct.
- Significantly violate the rights of others.
- Put others/self at risk of harm.
- Are repeated instances of minor behaviours.
- Adversely affect, or are likely to adversely affect, the good order and management of the school.
- Require the involvement of the Administration Team.
- Are illegal.

Behaviour Outside of School
Students in the community identifiable as a Rockhampton State High School student, (for example) by their clothing, conduct or association are to abide by the Student Code of Conduct. The Education (General Provisions) Act 2006 Chapter 12 provides the principal permission to issue consequences for conduct that occurs outside of school premises or school hours.

Consequences
Rockhampton State High School will use a range of consequences that are authorised by Education Queensland, including:

Examples of Minor Behaviour Consequences

- Referral
- Detention
- Community Service
- Daily Behaviour Reports
- Restricted access to school resources
- Temporary removal of student property
- Repairing damage to property/restitution
- Referral to school support team

Examples of Major Behaviour Consequences

- Referral
- Detention
- Community Service
- Daily Behaviour Reports
- Restricted access to school resources
- Temporary removal of student property
- Repairing damage to property/restitution
- Referral to school support team
- Withdrawal from class to work under the supervision of another teacher
- Discipline Improvement Plan (DIP)

- Complex Case Management (CCM)
- Risk assessment
- Behaviour Level drop
- School Disciplinary Absence
- Cancellation of enrolment

Detentions

A detention is a consequence that a teacher may use to address inappropriate student behaviour. Detentions will be applied during school hours, at break times. A detention may involve removal from the school yard, community service, or completion of educational work. The length of a detention is dependent on the behaviour being addressed, and student's access to food and amenities.

If a student fails to attend a detention, this may be considered disobedience and the school principal makes a decision about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a discipline improvement plan or suspension

All detentions must be recorded in OneSchool (keeping records in OneSchool enables them to be used to inform future decisions, e.g. it records that the student knew the expected behaviour and consequences).

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 Rockhampton State High School, the use of any SDA is considered a very serious decision, however the principal can issue an SDA if they are reasonably satisfied behaviour supports the grounds for this consequence. Sections 282 and 292 of Education (General Provisions) Act 2006 state that the following are grounds for a school disciplinary absence:

- Disobedience
- Misbehaviour
- The student is charged with an offence
- Conduct that adversely affects, or is likely to adversely affect, other students
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- The principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while a charge is pending.
- The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff

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 Rockhampton State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student back to the school, to set the student up for future success, and strengthen home-school communication.

Cancellation of Enrolment

A student's enrolment can be cancelled if their behaviour demonstrates a refusal to participate in the educational program of the school, and they are a post compulsory school age student. A student is no longer of compulsory school age once they turn 16 years of age or complete Year 10, whichever comes first. The principal's discretion to cancel an enrolment is supported by section 316 of the 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 (but are not limited to) unauthorised absenteeism and insufficient application to studies to ensure satisfactory progress.

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:

- 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: 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.

Restrictive Practices

In some very rare situations, staff at Rockhampton State High School may make legitimate use of Restrictive practices 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 Restrictive practices 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 Restrictive practices is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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.

Restrictive practices 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:

- Restrictive practices cannot be used as a form of punishment
- Restrictive practices must not be used when a less severe response can effectively resolve the situation
- The underlying function of the behaviour.

Restrictive practices are 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 restrictive practice 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.

All incidents of restrictive practices will be recorded and reported as outline in the Department's procedure for the use of restrictive practices.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Preventing and responding to bullying

At Rockhampton State High School we believe that we all have the right to feel safe as we teach and learn and the responsibility to ensure others feel safe. We are committed to working towards a safe and supportive school so that we can all achieve to our maximum potential. It is the responsibility of all members of the school community to promote a safe, supportive environment.

At Rockhampton State High School we believe:

- it is important to have positive role models within the school community.
- each person has the right to be valued and treated with respect.
- each person has the right to develop in a positive learning environment.
- classroom teaching about bullying will be complemented by reinforcing the skills, values and strategies that are needed for students to deal effectively with instances of harassment or 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.

Bullying might include:

- **Physical bullying** – hitting, poking, tripping, pushing or damaging someone's belongings
- **Verbal bullying** – name calling, insults, homophobic or racist remarks and verbal abuse
- **Social bullying** – lying spreading rumours, playing a nasty joke, mimicking and deliberately excluding someone
- **Psychological bullying** – intimidation, manipulation and stalking
- **Cyber bullying** – using technology (such as email, mobile phones, social media etc) to verbally, socially or psychologically bully

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

Prevention

Effective social skills and positive relationships act to prevent bullying. Rockhampton State High School incorporates the Australian Student Wellbeing Framework and The Learning Curve Wellbeing Program to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

The Australian Student Wellbeing Framework promotes the vision that Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential. The Framework identifies five interconnected elements that are essential components to students feeling safe and supported.

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.

The Learning Curve Wellbeing program is based on the principle that positive education involves intentionally and explicitly teaching young people how to develop the skills and competencies to grow their brain's abilities, called the cognitive domain while at the same time teaching them how to acquire the skills of social-emotional resilience, called the non-cognitive domain so that they can live a fulfilling and meaningful life. Through the program students explore the following six skills competencies:

1. **Positive Emotions and Gratitude:** Being in charge of your emotions through your strengths. Developing the aspects of emotional literacy and making a positive difference using your signature character strengths.

2. **Engagement and Mindfulness:** Connecting mindfully with yourself and the present moment. Developing the capacity to pay attention to what you need to pay attention to.

3. **Relationships and Empathy:** Showing others matter by doing good to feel good, feeling good to do good and being respectful. Looking to the future with optimism and hope.

4. **Meaning and Purpose:** Being passionate about something larger than yourself, doing the right thing and doing the thing right to make a positive difference in your world.

5. **Accomplishment and Optimism:** Adopting growth mindsets to deliberately practise more difficult approaches to grow your brain's abilities so that you can achieve what you set out to do.

6. **Health and Strengths:** Having a healthy body and healthy mind by being regularly active, eating fresh whole foods and looking for what's good in your life.

The implementation of the Australian Student Wellbeing Framework and The Learning Curve Wellbeing Program create a whole school systemic approach to wellbeing and positive behaviour with tiers of support to meet the diverse needs of students at Rockhampton State High School.

Response

Students at Rockhampton State High School are explicitly taught the school's response to bullying process. As part of the school's Respectful Communication Guide, we encourage students to communicate with assertiveness. The Respectful Communication Guide is provided to all students on enrolment, explicitly referred as part of Wellbeing messaging, and displayed in all classrooms.

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

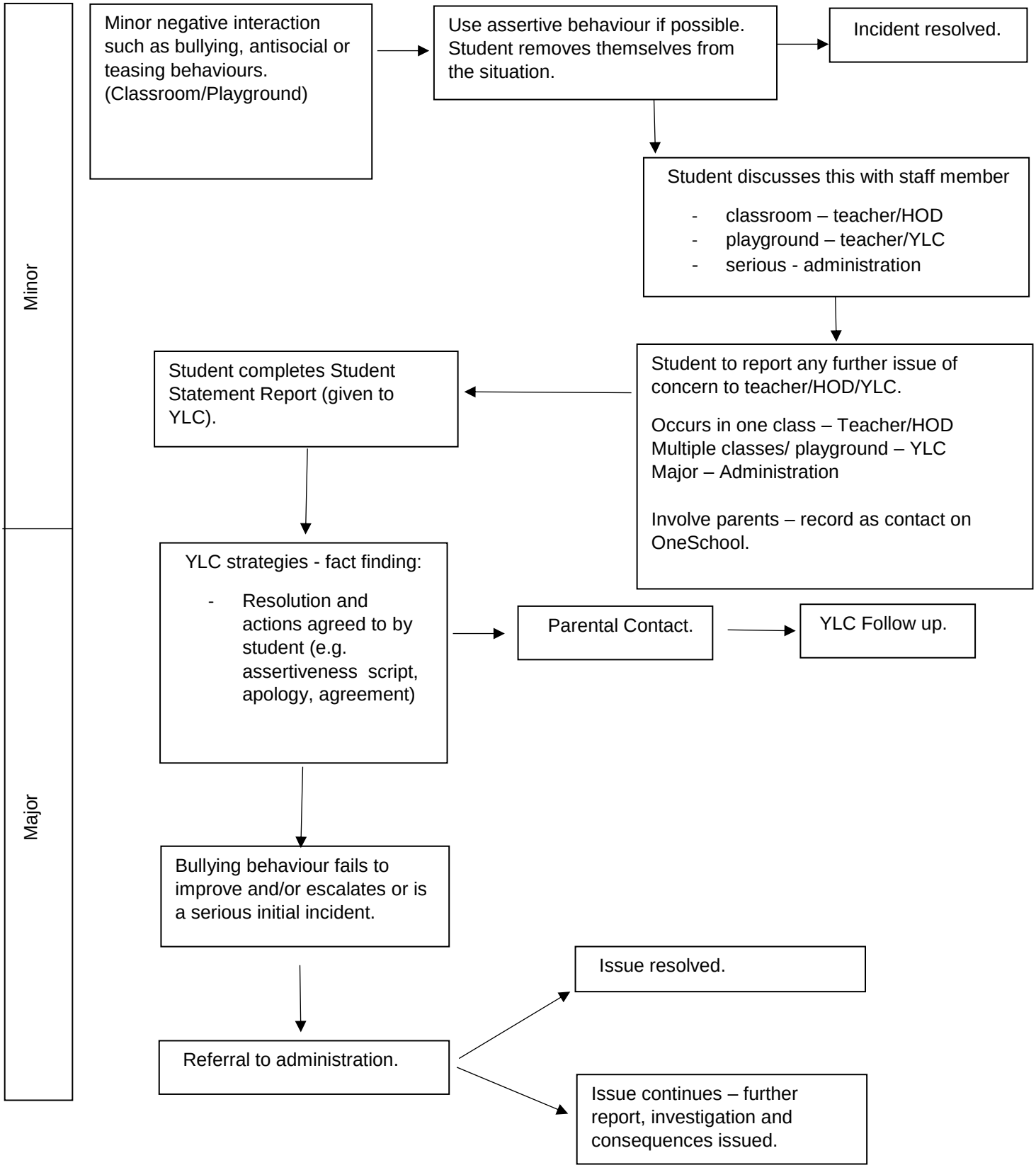
The teacher will intervene to stop the bullying and help the student to complete a Student Statement form. The teacher may work with the student or refer the situation to a Year Coordinator or Deputy Principal if serious.

At Rockhampton State High School we support targets and perpetrators through a range of in class and support interventions; a teacher, Year Coordinator or Deputy Principal may:

- conduct mediations
- keep track of all bullying reports from all parts of the school
- ascertain desired outcome of the reported incident
- give feedback to the students
- provide strategies to cope if the incident occurs again
- issue consequences where necessary

Follow Up
Reports of bullying will be investigated and acted on as outline in the Respectful Communication Actions for Students Flowchart. Responses to bullying can include targeted support for victims and perpetrators, and consequences consistent with the Student Code of Conduct.

Respectful Communication Process



Personal Technology 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.

Temporary Removal of Student Property

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, or recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to 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, game devices (such as portable gaming devices), laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPads,IPods® and earphones, smart watches, tablets and devices of a similar nature.

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.
- Be mindful that 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.

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).

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?

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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 Rockhampton State High School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Rockhampton State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent 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);
- require consent from the student or parent 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 Rockhampton State High School

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

Students of Rockhampton State High School

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

Rockhampton State High School Behaviour Responsibilities

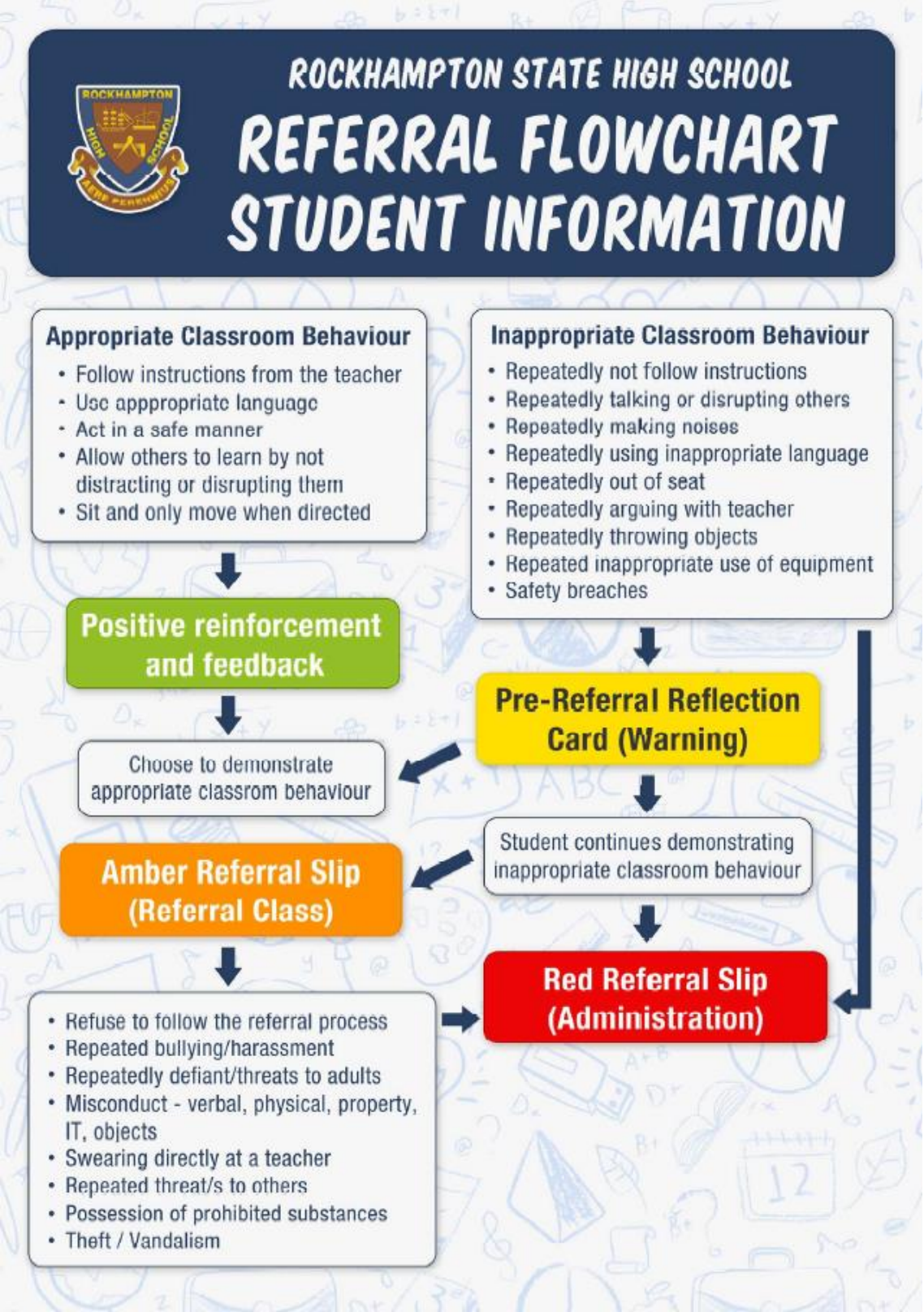
Teacher Actions	• Behaviour expectations – aligned with ROCKS/ ESCM • Warnings and following through with consequences • Use of pre-referral card, amber referral slips • Parental contact (phone/email/SMS) • OneSchool contact & behaviour • Consequences issued and documented (OneSchool) • Referral of persistent behaviours with no/minimal improvements • Referral of extremely serious or major problem behaviours (Red Slip)
Head of Department Curriculum Actions	• Classroom behaviour assistance • Check behaviour incidences for student (faculty/across faculties) • Contact YLC if occurring across faculties • Consequences given • OneSchool contact • Class changes for repeat students • Cyclical behaviour – alert Admin for further action.
Year Level Coordinator Actions	• Student welfare and PGD incidences • Discipline Improvement Plans (DIPs) for students with multiple incidents • OneSchool contact • Welfare meeting highlighting students with multiple incidences (> 3 incidences across different faculties/week have individual meetings) • Mediation (if appropriate) • Consultation with DP regarding student behaviours
Senior Secondary Head of Department Actions	• Oversee Risk of Cancellations (ROC) • OneSchool Contact • Liaise with DP Senior Schooling • Recommendations for cancellations to Principal
Deputy Principal Actions	• Red slip, HOD (curriculum area) and YLC referrals • Recommendation for suspension • OneSchool contact • Review DIP • Re-entry meetings • Mediation
Principal Actions	• All SDA accountabilities/approvals • Suspensions • Cancellations, Exclusions, Appeals, Mediations • OneSchool contact • Re-entry meetings • All Complex behavioural enrolments

Essential Skills for Classroom Management

ESCM	
Establishing Expectations: • So that everyone is clear about what is, and what is not, regarded as responsible and safe in particular context	Language of Expectation
Giving Instructions: • Clear, short instructions to help students understand what they are expected to do • Instructions help students organise what they are required to do • Instructions cue to 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 being acknowledged • It contributes to a positive tone in the classroom	Language of Acknowledgement
Body Language Encouraging: • Promotes a positive a 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 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	
Selective Attending: • It avoids unintentionally reinforcing off-task or disruptive behaviour • It is a deliberate process used within a discrete timeframe, having a beginning and an end	Language of Correction
Redirecting to the Learning: • Provides the least intrusive, positive, learning focused prompt to resume on-task activity, reducing the need for further correction • It puts responsibility on the student • It reinforces the importance of on-task behaviour	
Giving a Choice: • It provides the student, or group of students with information about expectations and the logical consequences of their choices • It puts responsibility onto the student	
Following Through: • It clearly establishes expectations and consequences • It models assertive behaviour	

Classroom Expectations Poster

Classroom Referral Poster



Referral Process

Rockhampton State High School's Referral System assists in providing an effective environment that ensures the rights of teachers to teach and students to learn.

The Referral System is a key part of the behaviour management strategy at Rockhampton State High School. This means that classroom disruption is minimised. Students are managed by teachers using the Essential Skills for Classroom Management (ESCM). Students are provided with the opportunity to develop an understanding of responsibility for their thoughts and actions.

Significant parts of Referral System include:

- A belief that ESCM will assist to manage early low level disruption.
- A belief that no one has a right to disrupt in the classroom.
- A belief that students have choices about managing their behaviour within the classroom.
- A belief that a core component of education is the positive relationship between teacher and student.

Rockhampton State High School has created a Referral System for students who are continually disruptive in their classroom. Students have had the opportunity to correct behaviour and failed to do so. In the referral classroom, students complete work set by the class teacher. Students will need to complete consequences in their own time and negotiate a plan with their teacher – the student then re-enters the classroom the next lesson, committing to follow classroom rules and to catch up on work he/she has missed.

High level behavioural intervention will take place for students who disrupt the referral classroom, continue to be referred multiple times, or refuse to engage in the referral process. This level of behaviour may result in school disciplinary absence. Disruption in the referral classroom has serious implications as students are indicating that they refuse to follow rules. There are significant consequences for students who refuse to think and act responsibly.

The Referral System is helping to support all students to learn in their classes. Policies and processes have been set in place to support learners and teachers in classrooms to get on with the business of education.

Direct Action for Classroom Teachers

- The referral process is to be used for students disrupting the learning of others by demonstrating AMBER levels of behaviour, or students who exhibit RED levels of behaviour.

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

PRE-REFERRAL Card (Warning Card) – Given 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.

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 – only one student is to be referred at a time.
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 the next timetabled lesson.
9. A lunch time detention **MUST** be given to the student to complete at the next possible time:
    - This detention is to be indicated on the referral sheet in the space provided.
    - Teacher-student negotiations should take place at this time to resolve the situation
    - If student fails to attend detention refer to the Detention Flowchart.

Students who have demonstrated RED level behaviour

10. The classroom teacher will immediately initiate the referral by directly referring the student to Administration, via Student Services.
11. A RED referral sheet is filled in and sent with the student to Student Services.
12. The incident **MUST** be entered into OneSchool by the classroom teacher. An email notification must be sent to line management 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)

- Record the students arrival time on AMBER referral sheet
- Allocate a work space for the referred 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.
- Sign and hand AMBER referral sheet back to student at the conclusion of the lesson, remind student of detention expectations

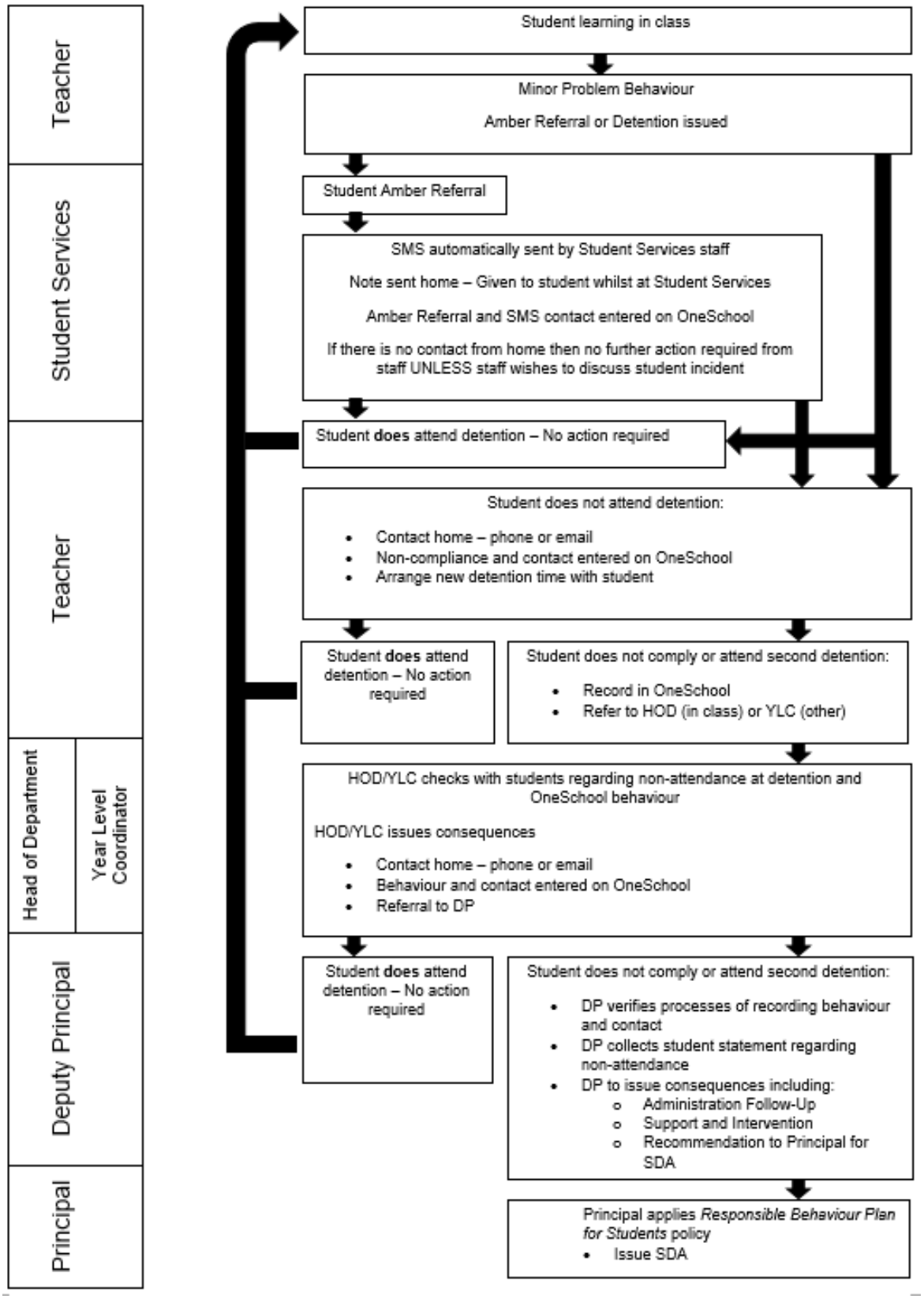
Expectations of Referred Student's Behaviour

- 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.
- At the conclusion of the period the student is to have their AMBER sheet signed by referral teacher.
- The student is expected to meet the referring teacher at the designated detention time indicated on their AMBER sheet. They must bring their AMBER sheet to this detention for their referring teacher to check.

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

14. For continued AMBER level behaviour, or should the student demonstrate RED level behaviour, the Referral teacher is to follow steps 10 – 12.

Detention Flowchart and Expectations



Behaviour Level System

As part of the Rockhampton State High School Student Code of Conduct a level system has been implemented to track student behaviour. 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.

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.