



ROCHEDALE STATE SCHOOL

Student Code of Conduct

2025 -2028



***Equity and Excellence:
realising the potential of every student***



Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.



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Endorsement

Principal Name:	Melissa Provost-Boyle
Principal Signature:	
Date:	03/09/2024
P/C President and-or School Council Chair Name:	Rob Timms
P/C President and-or School Council Chair Signature:	
Date:	26/11/2025

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Purpose

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

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

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

Whole School Approach to Discipline

Rochedale State School uses a multi-tiered discipline system based on the three fundamental rules: being responsible, respectful, and safe. This consistent approach is applied across all areas of school life, including sporting activities, excursions and school events.

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

The development of the Rochedale State School Student Code of Conduct provides an opportunity to clearly communicate our school's values and expectations to both parents and students, and gain their support to implement a consistent approach to teaching behaviour. Our shared goal is to do everything we can to set students up for success, and this is a commitment shared by every parent and school staff member.

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

School Expectations

Our staff are committed to delivering a high quality education for every student and believe that all members of the school community (students, staff, and visitors) should adhere to the same three key expectations.

The Golden Rules:

- Be Respectful
- Be Responsible
- Be Safe

In addition to the Golden Rules, Rochedale State School implements the International Baccalaureate Primary Years Program, which promotes the education of the whole person by emphasising intellectual, emotional, social, and physical growth. The International Baccalaureate (IB) learner profile represents 10 attributes supporting students in becoming responsible members of local, national, and global communities. The Learner Profile attributes aim to develop learners who are: Inquirers, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.

The Essential Agreements in each class are aligned with the IB philosophy, reflecting its commitment to fostering positive and respectful learning environments. These Essential Agreements set clear expectations to create an atmosphere conducive to teaching and learning. Each Essential Agreement is displayed prominently in the classroom and reviewed regularly. Additionally, a whole-of-school Essential Agreement is displayed in the Administration Block for all community members to respect and follow.

Consideration of Individual Circumstances

Staff at Rochedale State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

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

Differentiated and Explicit Teaching

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

At Rochedale State School, we utilise a range of positive reinforcement systems to encourage expected behaviour. Our whole-school token economy system, named *The Golden Tickets*, explicitly reinforces behaviours that are respectful, responsible, and safe. Additionally, student awards presented at assemblies recognise individual achievements. Each classroom also employs tailored reinforcement strategies to further promote expected behaviours.

Teachers explicitly deliver lessons based on the 'Expected Behaviour Matrix' (see appendix) to clarify and reinforce expected behaviours. These lessons are designed to ensure consistency across year levels and to promote a unified understanding and practice of behaviour expectations throughout the school.

At Rochedale State School, teachers vary the content, methods, and means of demonstrating knowledge as part of a differentiated approach to behaviour. Decisions about differentiation are informed by data and ongoing monitoring of students' behavioural learning needs. This allows teachers to strategically plan diverse ways to engage students, support them in meeting expected outcomes, and enable them to demonstrate their learning effectively.

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



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

Every classroom in our school uses the Expected Behaviour Matrix, illustrated above, as the foundation for developing their behaviour standards. The Matrix translates the school rules into detailed behavioural expectations for students. It is displayed in every classroom, where expectations are systematically taught, reinforced, and revisited regularly to address any new or emerging issues.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of

the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Rochedale State School to provide focused teaching. Focused teaching is aligned with the Expected Behaviour Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching.

Rochedale State School has a range of *Student Support* staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

Disciplinary Consequences

The disciplinary consequences model used at Rochedale State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals

- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)

Focused

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

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

Intensive

School leadership team work in consultation with Student Support team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Rochedale State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Rochedale State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary Removal of Student Property By School Staff Procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Rochedale State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- vapes
- 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.

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 Rochedale State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Rochedale State School:

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

Students of Rochedale State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Rochedale State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Rochedale State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

At Rochedale State School, all students (except those with recorded exemptions) are required to sign in their mobile phones and/or wearable devices at the office, where the devices will be securely stored for the duration of the school day. If students need access to their mobile phone or wearable device during school hours for medical, disability, or wellbeing reasons, parents must seek a formal exemption by contacting the Principal.

Responsibilities

The responsibilities for students using mobile phones or other devices at school, are outlined below.

It is **acceptable** for students at Rochedale State School to:

- Use school approved devices (including school purchased devices) for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device

It is **unacceptable** for students at Rochedale State School to:

- to store mobile phones or other devices in their bags or carry them on their person, unless formal exemption has been approved by the Principal
- use a mobile phone or other devices during school hours
- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)

- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Rochedale State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use the school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Rochedale State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority at Rochedale State School is the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland](#)

[Anti-Cyberbullying Taskforce report](#) in 2018, and at Rochedale State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Rochedale State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

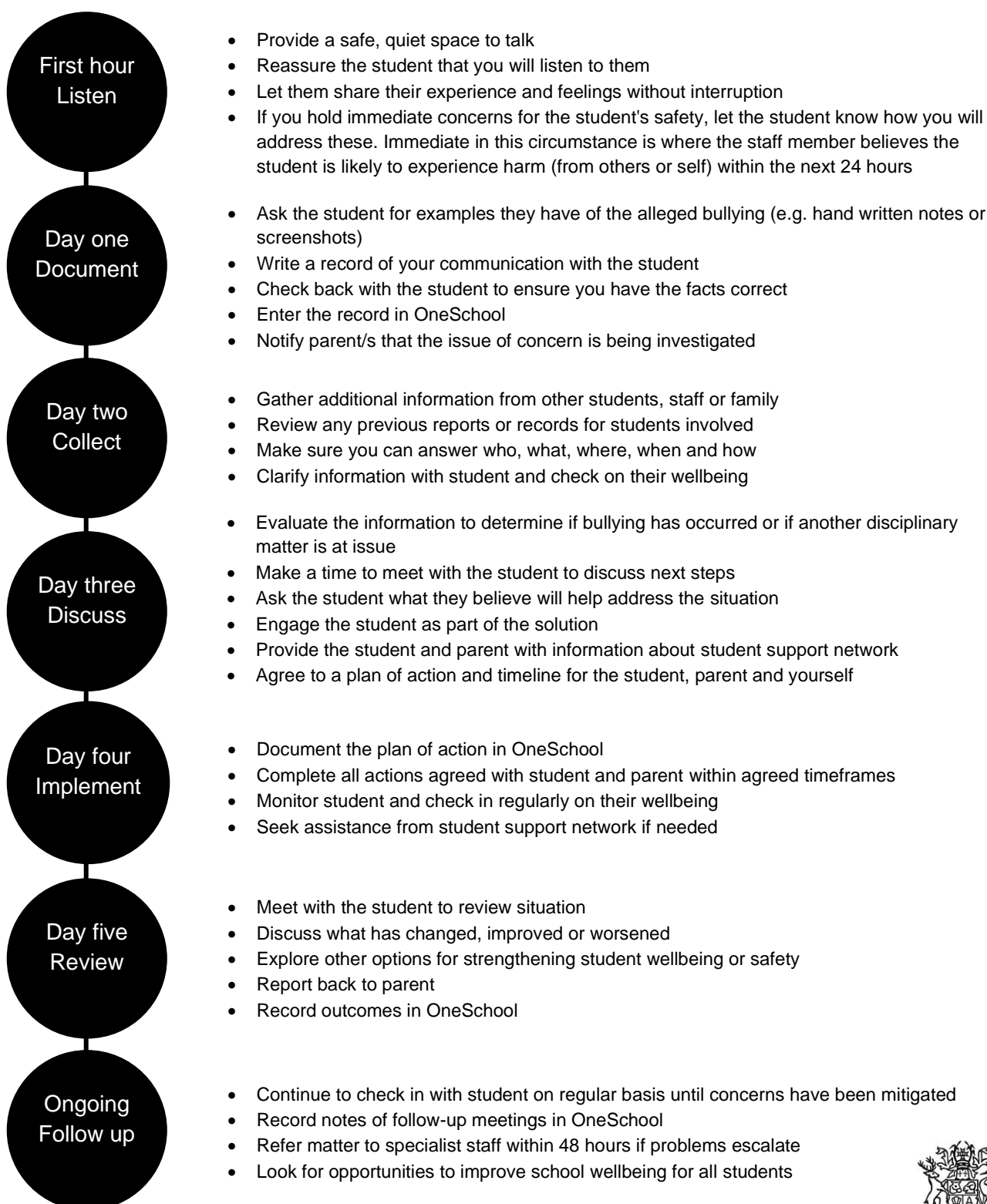
The following flowchart explains the actions Rochedale State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Rosedale State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying

Cyberbullying is treated at Rochedale State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The sector Deputy Principal can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Rochedale State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the sector Deputy Principal or Principal.

Rosedale State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

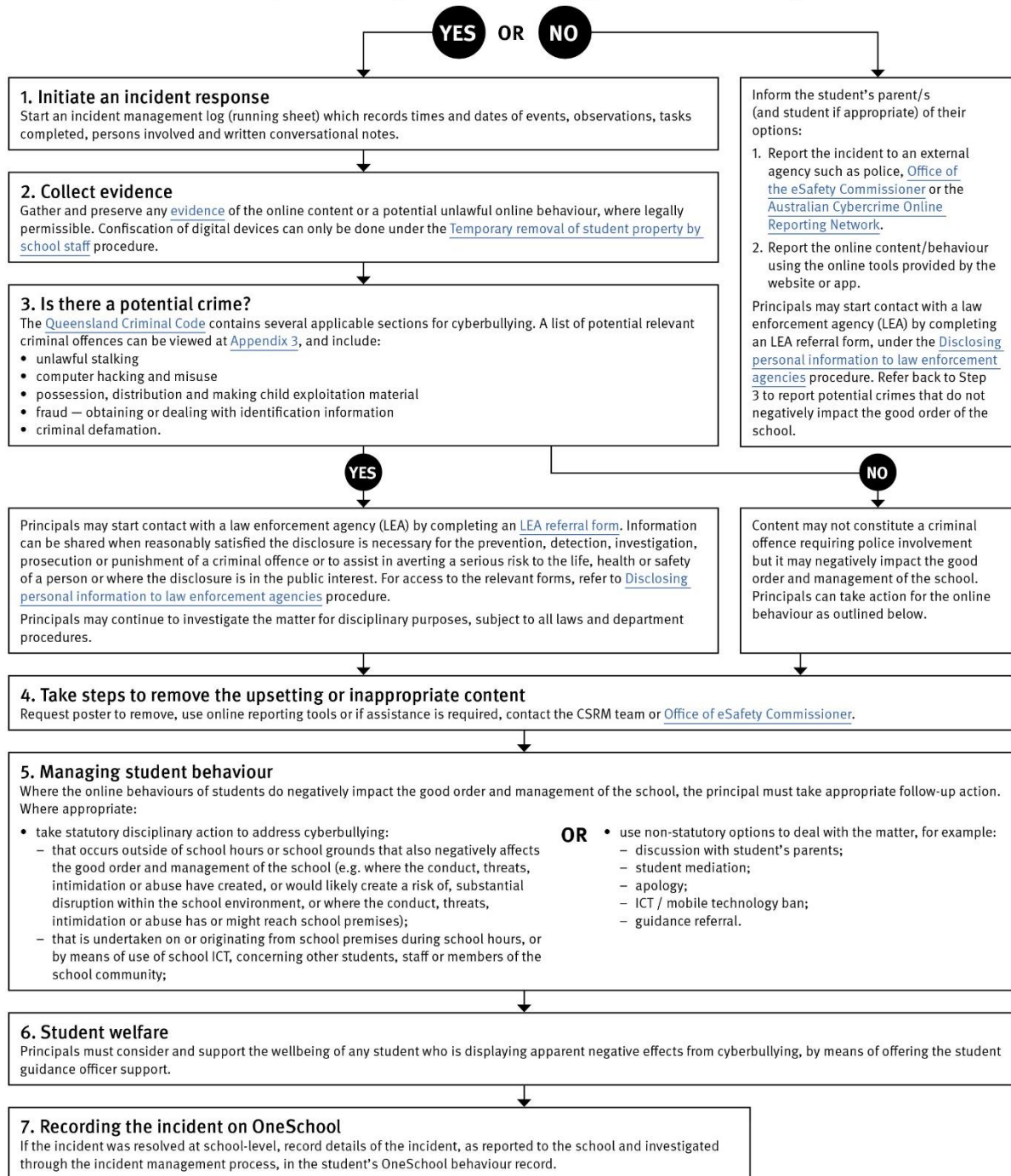
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Rochedale State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of ‘using a carriage service to menace, harass or cause offence’ (*Criminal Code Act 1995* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people’s privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child’s successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child’s name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Appendices

3 GOLDEN RULES

BE
Responsible



BE
Respectful



BE
Safe



Rochedale State School

Always Our Best





Rosedale State School

Expected Behaviour Matrix

	Respectful	Responsible	Safe
All Areas	<ul style="list-style-type: none"> Use kind words Respect everyone's personal space Be accepting of others Follow instructions from all staff members Consider the feelings of others Value the diversity of all members of the school community Be considerate of other learners and walk through the school quietly 	<ul style="list-style-type: none"> Take responsibility by caring for the environment and classroom equipment Take ownership of behaviour and choices Wear the school uniform correctly Be principled, even when no one is watching Use the "High 5" and "Bystander 5" strategies to solve problems Accept and respond cooperatively to feedback 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Be safe with your actions and words Move safely between different learning environments at school Students to enter classroom only with staff supervision Use furniture and equipment safely and correctly Follow teachers instructions the first time Sensibly report inappropriate behaviour or damage
Before/ After School	<ul style="list-style-type: none"> Follow directions from the adult on duty Use kind words when communicating with others Greet my peers when they arrive 	<ul style="list-style-type: none"> Devices are handed in to the office promptly Keep materials in your bag, including balls and games Depart and arrive promptly at destinations Stay in the designated areas (green zone in the morning, pick-up area in the afternoon) Collaborate effectively with staff and peers Obtain a late slip from the office if late 	<ul style="list-style-type: none"> Stay in the green zone before school until the bell rings Stay off the playground equipment before and after school Place my belongings in my bag out of the way of others Keep sports equipment away in bags Stay within the school grounds once dropped off Walk my bike/scooter through to the school and store in bike rack After school, sit in pickup area and wait Walk to ROCSHCA straight after the bell
Learning Areas	<ul style="list-style-type: none"> Respect everyone's right to learn Follow instructions from adults Practise active listening skills Take care of school equipment and learning spaces Respect others and their property Protect the environment Speak respectfully to others Be considerate and understanding of the learning needs of others 	<ul style="list-style-type: none"> Arrive on time with the necessary equipment for a successful day Actively participate and take risks when appropriate Ask for help when needed Work independently when required Take ownership of behaviour and choices Enter a room only when invited by a staff member Give and receive constructive feedback with an open mind 	<ul style="list-style-type: none"> Walk/move through the classroom safely Use furniture and equipment as it is intended Walk around pool Walk between destinations Stay to the left of stairs/ paths When required to sit, stand or move in two lines, do so safely Carry belongings, such as swimming bag, iPad safely Keep your work space tidy
Play Areas	<ul style="list-style-type: none"> Leave no trace – no marking or damaging trees, plants, sandstone, etc Respect others – keep hands, feet, and objects to yourself Use positive language Follow instructions from staff promptly and politely Play fairly with others Demonstrate good sportsmanship 	<ul style="list-style-type: none"> Use and share equipment appropriately Wait for my turn to use equipment Be in the right place at the right time Stop playing when the bell rings and return to class promptly Return equipment to its proper place at the end of playtime Use the "High 5" and "Bystander 5" problem-solving strategies 	<ul style="list-style-type: none"> Walk on hard surfaces Play running games/activities on grassed areas Wear hat when outdoors Be aware of others when walking around Stay within designated play areas Use playground equipment safely Be mindful of others while moving through play areas Play running games on the grassed areas
Eating Areas	<ul style="list-style-type: none"> Respect cultural differences in food choices and allergies Follow directions from adults Stay in your designated year level eating area Maintain a quiet and calm demeanour until dismissed Use a quiet voice 	<ul style="list-style-type: none"> Put rubbish in the bin Sit down while eating Eat my own food and not share with others Put lunchbox and drink bottle away in the designated area Practise sustainability by using the correct bin for waste Wait until the adult on duty dismisses me Sit in the designated area 	<ul style="list-style-type: none"> Keep sporting equipment still Sit down while eating Eat your own food only Raise your hand to be released to play by the duty teacher once your area is clean Ask teacher to go to the toilet
Toilets	<ul style="list-style-type: none"> Enter the toilet cubicle alone Speak in quiet voices Keep the restroom area clean Return to the classroom quietly and promptly 	<ul style="list-style-type: none"> Follow the steps: Go, Flush, Wash, Dry, Bye Private parts are your own, Report any misuse of facilities to your teacher Obtain permission before going to the toilet during class time Keep unnecessary rubbish out of the toilet Leave the toilets quickly and quietly after use Ensure the door is shut when using the toilet Use only the necessary amount of soap and paper Clean up any minor accidents promptly 	<ul style="list-style-type: none"> Keep the floor dry Walk to and from toilets In and out, no mucking about One person per cubicle Wait outside the toilet block for your buddy
Tuckshop	<ul style="list-style-type: none"> Use manners – say "please" and "thank you" Wait patiently in line Use appropriate language Greet the tuckshop workers politely Keep the area clean by putting rubbish in the bin 	<ul style="list-style-type: none"> Wait patiently for my turn in line Manage your own money responsibly and use it only for yourself Think and plan ahead before placing an order Eat food in designated eating area Leave the tuckshop area promptly after making a purchase Only line up at the tuckshop if making a purchase, friends to wait to the side of the line Tuckshop monitors to carry the basket carefully back to eating area 	<ul style="list-style-type: none"> Use handrails for their intended purpose Line up in a safe manner and avoid touching/pushing others in the line Carry hot food carefully to your eating area Only purchase and eat your own food
Parade	<ul style="list-style-type: none"> Keep my eyes on the speaker Demonstrate active listening Sit in my designated class line Clap respectfully When standing, remain quiet with hands by your side Sing respectfully Focus on the speaker and ignore distractions Respond positively when prompted by the speaker Maintain a seated position so others behind me can see Take turns when entering/exiting through the door 	<ul style="list-style-type: none"> Encourage my peers to stay focused when necessary Be punctual Follow instructions from school leaders 	<ul style="list-style-type: none"> Keep my hands to myself during assembly Enter the gym with my class and stay together
Community	<ul style="list-style-type: none"> Treat members of the public and community with dignity and kindness Represent our school with pride and show school spirit Speak positively about RSS Use manners when communicating with others 	<ul style="list-style-type: none"> Demonstrate RSS values by following community rules Wear the uniform correctly 	<ul style="list-style-type: none"> Travel safely to and from school Cross the road at the crossing Walk on the footpath to and from school
Online	<ul style="list-style-type: none"> Use polite and respectful language in all online interactions Respect others' viewpoints and opinions Respect others' privacy and avoid sharing personal information without permission Treat everyone with respect and avoid hurtful remarks or teasing 	<ul style="list-style-type: none"> Ensure accuracy before posting or sharing content online Keep your personal information private and don't share it with others Be responsible for managing your own passwords and keeping them secure Follow rules and promote a positive online atmosphere for everyone Collaborate with peers during online activities 	<ul style="list-style-type: none"> iPads only to be used with adult permission Devices to be used in learning areas Demonstrate personal safety when interacting online; i.e. not sharing private/personal information Report unsafe online behaviours to a teacher Follow internet agreement terms Demonstrate electrical safety when charging devices/removing devices from a charger Use appropriate language when emailing others



Behaviour Management Flowchart

Behaviour incident occurs (observed or reported)
Conference with student/s to obtain all details of incident.
Determine if the behaviour is major or minor behaviour using the *RSS Minor Major Guide*

Minor
(staff managed "deal and diffuse")

Rule Reminder / Top Essential Skills:

- Waiting and scanning
- Descriptive encouraging
- Cueing with parallel acknowledgement
- Verbal redirection to instruction
- Proximity

Not improving

Tailored Supports:

- Antecedent (What happened before?)
- Is the task at the right level?
- Do we need additional time?
- What do you need? How can I help you?
- Regulate in a safe space
- Movement break

Not improving

- Prompt – Low key responses (proximity, signal, non-verbal cue, ignore, attend, praise)
- Redirect – restate the matrix behaviour
- Reteach – tell, show, practise, acknowledge
- Provide choice e.g. Alternate activity – adjustments to work expectations, spaces to play/work, shift environment

Not improving

Logical, Proportionate Consequences

Examples include:

- Make up missed work
- Extra practice/explicit instruction of skill
- Phone call to parents
- Loss of privilege
- Make amends to others

Following consultation with DP, if repeated minor behaviour may result in a referral to reflection room.

No response or behaviour intensifies

Refer to Major behaviour process

Major

Major and unsafe incidents contact #320 immediately for DP/P support

Staff complete behaviour incident on OneSchool and refer in DP and CT.

To ensure a timely response, contact DP by phone to advise of OS referral

DP to determine appropriate consequence/outcome.

Consequence recorded on OS incident under 'admin action'

Deputy Principal to inform Teacher of outcome.

CT or DP to contact parent/s to advise of incident

If appropriate, CT/DP to facilitate a restorative conversation

Rochedale State School staff will:

Build strong connections with students.

Establish expectations based on the School Rules of being:

- Be Responsible
- Be Respectful
- Be Safe

Positive acknowledgement of expected behaviours



Minor and Major Behaviour Guide

OneSchool Descriptor	Definition	Minor Description	Major Description
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> Occasional use of offensive language, gestures, or disrespectful comments that may cause offense or disrespect, including inappropriate swearing, name-calling, low-level sexual language, or arguing with staff. 	<ul style="list-style-type: none"> Aggressive or threatening language directed at another individual, repeated swearing aimed at staff, students or community members Targeted verbal attacks that are highly offensive or threatening.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	<ul style="list-style-type: none"> Bullying is a major behaviour only. 	<ul style="list-style-type: none"> Bullying consists of aggressive, unkind, or mean behaviours that are repeated, intentional, and occur over time, involving a power imbalance between individuals or groups. <p>For Reference:</p> <ul style="list-style-type: none"> Bullying is different from isolated or occasional incidents of rudeness, meanness, peer conflict, receiving respectful feedback, setting boundaries (e.g., 'I don't like it when you keep telling me what to do'), or facing natural consequences (e.g., a friend choosing not to play due to hurt feelings).
Refusal to participate in the education program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	<ul style="list-style-type: none"> Low intensity refusal to participate in the school's education program. May respond with verbal refusal such as 'no' or 'I don't want to'. Student may initially delay compliance but eventually complete tasks. They may leave the classroom but remain within sight. 	<ul style="list-style-type: none"> High intensity refusal to participate in the education program, characterised by persistent and escalating frequency of refusals. Shows no attempt to engage with the curriculum despite repeated reminders and redirections, resulting in disruptions that impact their learning and the learning of others.
Defiance	Student engages in refusal to follow directions and/or refuses to engage with educational program	<ul style="list-style-type: none"> Talking back and or questioning adult instructions disrespectfully. Ignoring directions in class. Redirections and reminders required to engage with assigned tasks. 	<ul style="list-style-type: none"> Consistently challenges or ignores reasonable adult instructions or routines, and persistently refuses to complete assigned tasks despite support. Failure to comply with reasonable adult instructions or routines.
Disrespect	Student delivers socially rude or dismissive comments/gestures to adults or students.	<ul style="list-style-type: none"> Low intensity, non-threatening messages or words (verbally, online, written, gesturally), not directed at others. For example, using words like 'idiot,' 'stupid,' 'shut up' in general speech, low intensity swearing not directed at others, muttering under breath comments, inappropriate tone, low-level answering back, and calling out. 	<ul style="list-style-type: none"> Threatening and/or offensive messages (verbally, online, written, gesturally) directed at staff, peers, or community members. This includes swearing directed at others, offensive name-calling, continual negative criticism, and statements intended to insult. Such behaviour is repeated and sustained over time, impacting the emotional and psychological wellbeing of those targeted.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> Intentionally making distracting noises, continually interfering with the learning of others. Occasional low level answering back and calling out. 	<ul style="list-style-type: none"> Ongoing, repeated intentional disruptive behaviour despite redirections and support, including persistently being out of chair, creating an unsafe environment that significantly impacts the learning of others, persistent loud noises/yelling/screaming. Disruptive behaviour that stops the teaching and learning.
Fighting	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> Unintentional physical harm causing unintentional minor physical harm like rough play, pushing/shoving. 	<ul style="list-style-type: none"> Clear intent to hurt others, intentional harm using aggression such as kicking, punching, biting, spitting, scratching hair pulling.
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	<ul style="list-style-type: none"> No minor behaviour of harassment. Consider 'disrespect' or 'abusive language'. 	<ul style="list-style-type: none"> Repeatedly targets another individual by making persistent derogatory comments and/or using offensive language both in person and online. Persistently follows another individual knowing this is inappropriate and/or persistently annoys individuals online. Despite redirections and reminders, this behaviour continues, creating a hostile and intimidating environment for the targeted person, both physically and online.
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	<ul style="list-style-type: none"> Deliberate physical actions (with body or objects) which does not result in physical injury e.g. tripping, pushing. 	<ul style="list-style-type: none"> Intentional direct or indirect, physical contact (with body or objects) which results in injury to another person or persons – hitting, choking, punching, scratching, wrestling, hair pulling, spitting, pushing a person into a path of or at another person, choking, throwing objects which may cause injury.
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property	<ul style="list-style-type: none"> Low level damage like breaking a pencil, ripping book, scribbling on work. 	<ul style="list-style-type: none"> Participation in an activity which results in damage to or destruction of property causing permanent damage or requiring significant clean up. For example, kicking a hole in a wall, repeatedly trashing objects in classroom, graffiti, deliberate vandalism, blocking toilets/sinks with objects
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> Low-level property misuse resulting in minor risks to others, such as snapping a ruler inadvertently, throwing sports equipment at another person, or intentionally obstructing walkways with a lunchbox trolley or chair. 	<ul style="list-style-type: none"> Engaging in activities that involve misuse of property, posing risks to others' safety. This includes unsafe handling of equipment, such as using scissors or sharpener blades inappropriately towards others. Intentional acts of harm, such as throwing chairs with the intent to injure others.
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	<ul style="list-style-type: none"> Accessing websites and apps at inappropriate time. Sharing passwords with other students 	<ul style="list-style-type: none"> Posting pictures of others with the intent to cause harm. Impersonating someone. Using an online platform device with the intent to cause harm to others Using smart watches or phones during school hours.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	<ul style="list-style-type: none"> Taking low value items without asking. Removal of item from without permission 	<ul style="list-style-type: none"> Takes and/or passes on the property of others without permission. Possess the property of others knowing it to be stolen. Stealing from shops or individuals while in uniform Taking items with intent to steal. Entering classroom at lunch time intending to steal objects Repeated minor stealing incidents within a short period of time (weeks).
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence)	<ul style="list-style-type: none"> Found in an area of the school ground that is deemed to be out bounds Returning to class late after break times. 	<ul style="list-style-type: none"> Leaves or misses class or lesson without permission but remains on school grounds or within expected boundaries.
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> Arriving late to class after leaving the school grounds to access the neighbouring shops after being dropped off. 	<ul style="list-style-type: none"> Leaves the school ground without permission. Repeatedly plays in or frequents areas deemed to be out of bounds. Walking away from supervising adult at excursions or camps