

Rosedale State School

Student Code of Conduct

2026-2029

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.

Queensland Department of Education

Purpose

At Rosedale State School, we are committed to fostering a positive and supportive school culture where every individual feels safe, valued, and respected. Our vision, "*Preparing Today for Life Tomorrow*," reflects our dedication to creating an inclusive and engaging learning environment where all students, staff, and the wider community thrive. This Student Code of Conduct plan (SCC) is designed to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students can participate positively in a safe enjoyable workplace.

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Endorsement

Principal Name:	Narelle Hayne
Principal Signature:	<i>Narelle Hayne</i>
Date:	4/2/26
P/C President and-or School Council Chair Name:	SUSAN PARMANAND
P/C President and-or School Council Chair Signature:	<i>Susan Parmanand</i>
Date:	4/2/26

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Consultation and Data Overview

Rosedale State School developed this plan in collaboration with our school community. A review of school data relating to attendance, disciplinary absences and behaviour incidents from 2023-2025 also informed the development process of this document. Extensive school and community consultation supported the three school values, of be responsible, be respectful and be safe, within a central goal of *“Preparing Today for Life Tomorrow.”*

This has been facilitated through the implementation of whole school Positive Culture for Learning (PCL) framework. Input and feedback from staff and the wider community was gathered through staff and Parent and Citizens’ Association (P&C) meetings.

Student feedback also led the key components of the PCL and was gathered via informal surveys and school council meetings. A PCL behaviour team involving a wide representation of school staff operated through 2024-2025 was formed to develop key strategies and understandings and review the SCC. Regular staff Professional Development is conducted in behaviour support, trauma informed practice, student/parent interactions, Essential Skills for Classroom management, mentoring and Coaching.

Review Statement

Rosedale State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstance, data and staff. An intensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

At Rosedale State School, our rules and policies provide a clear framework for maintaining a safe, respectful, and inclusive learning environment. They reflect our commitment to high standards and expectations for behaviour, learning, and personal conduct.

These guidelines are not just about structure—they are about setting students up for success both at school and in life beyond the classroom. By following our school rules and engaging with policies, students build productive habits such as responsibility, self-discipline, and respect for others—skills that are essential for lifelong learning, employment, and active citizenship.

Our Student Code of Conduct outlines our systems for facilitation of positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are explicit to everyone, supporting Rosedale State School to maintain a positive and productive learning and teaching

environment for all. All school members have a clear understanding of consistent expectations and their role in facilitating this.

We aim to nurture a sense of belonging and collective growth by emphasising the importance of engagement, responsibility, and respect in all aspects of school life. This vision is the cornerstone of everything we do, from governance and systems to teaching, learning, and support services. We achieve this through ongoing consultation, collaboration, and clear communication with all stakeholders—students, parents, and the broader community.

Our school is built on three foundational pillars: **Culture, Community** and **Classroom**. These pillars promote well-being, educational achievement, and inclusion, ensuring that we uphold the values of *Equity and Excellence* for all learners.

Our Core Values

- **Respect**
- **Responsibility**
- **Safety**

We believe these values are essential in creating a positive and harmonious school environment where everyone is empowered to contribute, learn, and grow.

Whole School Approach to Discipline

At Rosedale State School, we are committed to fostering a positive and supportive school culture where every individual feels safe, valued, and respected. The school prepares students for an active role in democratic life and society. Our school rules have been agreed upon and endorsed by all staff and our school Parent and Citizens Association. They align with the values, principals and expected standards outlined in Education Queensland's Code of School Behaviour. The 'Code of School Behaviour' defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships. It also draws on Australian Professional Standards for teachers, standard 4. That schools create productive and inclusive learning environments across the school.

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

PCL is an evidence-based framework used to:

Analyse and improve student behaviour and learning outcomes.

Ensure that only evidence-based practices are used correctly by teachers to support students.

Continually support staff members to maintain consistent school and classroom improvement practices.

We believe discipline is more than punitive. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning methodology in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectation and endeavour to use behavioural incidents as opportunities to reflect and grow.

Staff at Rosedale State School take into account students' individual circumstance, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements are considered when determining support and determining appropriate consequences for disciplinary matters.

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

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

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

PCL Expectations & Positive Recognition

Our staff are committed to delivering a high quality of education for every student, and believe that the entire school community, whether visiting or working, should meet the same three **Positive Culture for Learning (PCL)** values in place for students:

Respect

Responsibility

Safety

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. In addition, we emphasise the importance of directly teaching students the positive behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

At Rosedale, we provide explicit teaching through our school's Wellbeing program. Lessons are regularly developed that are responsive to behaviour data and to the needs of the specific cohort.

In order to further promote students engaging with positive behaviours, the school has developed a range of ways to acknowledge those students who choose to uphold the school's behavioural expectations. The school's approach to positive behaviour recognition is broken up into the following areas:

- Rosedollars (tokens awarded for demonstrating the school values, which equate to a dollar value that can be spent on individual/class/ whole school rewards)
- Certificates/Positive postcards awarded for recognition of positive behaviour
- Attendance Recognition Rewards- showing high level commitment to school attendance

In order to assist with behaviour support across the school, documents have been created that clearly communicate desired behaviours, unacceptable behaviours and consequences for all behaviours. The *'Behaviour expectation matrix'*, clearly outlines behavioural expectations for students, attached to each of our three school values in all school settings. The poster is visible in all classrooms and other key locations around the school. These rules are adjusted every year to reflect areas of focus/need. The *'Parent & Teacher Expectations'* table outlines the expectations for parents when engaging with the school and the standards we commit to as staff.

Rosedale State School

Behaviour Expectations



	All Settings	Transitions	Classroom	Playground	Toilet	In the community
 <p>We are RESPECTFUL</p>	<ul style="list-style-type: none"> • Speak kindly to others • Include and value others • Active listeners • Follow staff instructions • Care for self, others and the school • Talk in a volume appropriate to the environment 	<ul style="list-style-type: none"> • Line up quietly and wait for teacher instructions • Walk quietly past classrooms and learning groups 	<ul style="list-style-type: none"> • Value learning • Follow class rules and routines 	<ul style="list-style-type: none"> • Play fair 	<ul style="list-style-type: none"> • Allow other's privacy • Use bathrooms for their intended purpose 	<ul style="list-style-type: none"> • Represent the school with pride
 <p>We are RESPONSIBLE</p>	<ul style="list-style-type: none"> • Phone and devices 'Away for the Day' • Own behaviours and learn from mistakes • Care for and use belongings and equipment as intended • Report problem situations • Use language suited to time and place • Have a go • Hygienic • Use strategies and cards as intended 	<ul style="list-style-type: none"> • Prepare for learning 	<ul style="list-style-type: none"> • Complete tasks by due date • Use technology for learning • Ask for help 	<ul style="list-style-type: none"> • Sun safe • Eat food during break time 	<ul style="list-style-type: none"> • Use in a timely manner • Conserve resources 	<ul style="list-style-type: none"> • Encourage attendance • Keep connected • Partners in education
 <p>We are SAFE</p>	<ul style="list-style-type: none"> • In the right place at the right time • Seek support when needed • Manage emotions • Keep hands, feet and objects to ourselves • Wear school uniform 	<ul style="list-style-type: none"> • Walk on the path • Value the personal space of others 	<ul style="list-style-type: none"> • Walk indoors • Ask for permission to leave the room • Use equipment correctly 	<ul style="list-style-type: none"> • Stay in allocated year level area • Follow rules of appropriate games 	<ul style="list-style-type: none"> • Use allocated toilets 	<ul style="list-style-type: none"> • Cyber safe • Follow road rules • Use safety equipment • Stay in my seat and keep volume down on the bus

Parent & Staff Expectations

The table below explains the school's expectations for parent/carers when visiting and engaging with the school. In addition, it outlines the standards we commit to as staff.

Respect

What we expect to see from you	What you can expect from us
You are polite in your communication both in person, via email and on the phone with all school staff and make an appointment to speak with the class teacher or other staff member to discuss any matter relating to your student.	We will be polite in our communications with you and will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff and appreciate that we conduct ourselves with professionalism and procedural fairness.	We will ensure positive behaviours are role modelled for all students.
Should you wish to contact your student during the day for URGENT matters, your contact must go through the office.	We will pass on URGENT messages to your student as early as practicable.
You are respectful of the school, students and staff in your online communications. You will support your student appropriately with online issues.	We will act quickly to address social media issues that impact the good order and management of the school and advise parents and carers of the role they can play to assist their student with online issues.

Responsibility

What we expect to see from you	What you can expect from us
You will support your student to engage authentically in their own learning and assessment, aiding them to meet the learning expectations.	We will be explicit with our learning expectations and contact you to provide feedback about your student's progress.
You will support your student to accept responsibility for their actions, aiding them to meet the behaviour expectations at school.	We will be clear about the behaviour expectations of the school and will use support strategies to help students with their decision-making.
You will respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your student and family.
You will approach the administration team if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, student or other parents.

Safety

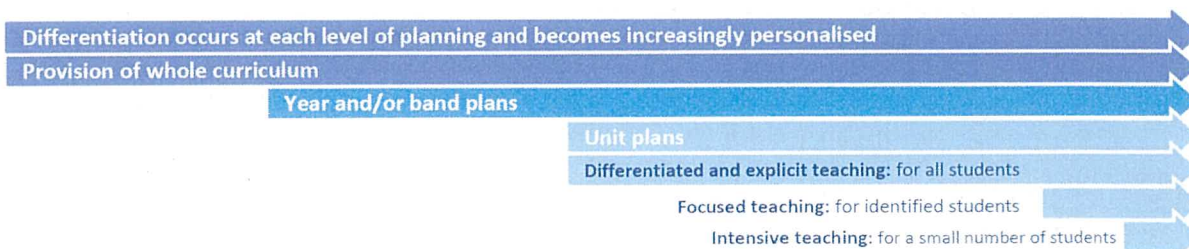
What we expect to see from you	What you can expect from us
You will share relevant information about your student's learning, social and behavioural needs with school staff	We will share relevant information with you about your student's learning, social and behavioural progress at school
You will help your student to see the strengths and benefits in diversity and difference in their classmates, recognising people are different and will be non-judgmental, fair and equitable to others in the school community.	We will promote and build a cohesive, inclusive classroom and school culture, and will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You will ensure your student attends school every day and notify the school promptly of any absences.	We will create a safe, supportive and inclusive environment for every student.

Differentiated and Explicit Teaching

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

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

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



These three layers reflect the tiered approach in the Learning and Behaviour section. For example, in the PCL framework, Tier1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PCL Behaviour Expectations Matrix, illustrated in previous sections of this document. Using this matrix, the class teacher works with all students to explain exactly what each of the expectation look, sound and feel like in their classroom and across the school. The completed matrix is on display in every classroom, used as the basis of teaching expectation through the year and revisited regularly in classes and on Assemblies to address any new or emerging issues.

'Differentiated' behaviour supports include:

Quality teaching and learning practices (shaped by the school's Approach to Pedagogy)

- Essential Skills for Classroom Management
- A balanced, relevant and engaging curriculum
- Support and collaboratively developed procedures

- The implementation of evidence-based programs
- Regular monitoring and review of school procedures, programs and policies
- Professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour
- A continuum of whole school positive preventative action for all students
- Regular analysis of behaviour data to identify concerns and trends

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

Focused teaching is aligned to the PCL Behaviour Expectations Matrix. Support staff, including teachers with specialist expertise in learning, behaviour, language or development, work collaboratively with class teachers to provide focused teaching. Student progress is monitored by the classroom teacher/s and Inclusion team to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching

At Rosedale there's a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition the school invests in the following evidenced-informed programs to address specific skill development for some students:

- Personal counselling both individual and group with school external agencies
- Well-being support groups- Self-Awareness & Understanding emotions
- RAGE
- Seasons for Growth
- BELLA
- Social Skills
- Respectful Relationships
- Youth in Touch
- OOHC Supports

- Social Cipher
- Focused literacy and numeracy support classes and tutoring
- IXL – Online support program English/ Maths / Science

The school also offers a well-being HUB (J block) with the following role:

- Providing First Aid
- A supported learning environment for small groups or independent learning
- A withdrawal space for students requiring time, location and/or assistance with regulate emotions and behaviour
- Assistance with meeting school expectations, uniform, access to Laptops and supported supervision

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. Data is used to make decisions regarding appropriate approaches in consultation with the student and their family.

In addition to students being identified through current school behaviour data, the Inclusion Team has a referral system in place. Following a referral, relevant staff members form a support team, families are contacted and individualised support processes are started. Function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach seeks to address the acute impact of barriers to learning and participation encountered by students who are negotiating a number of complex personal challenges. The student, their parents/carers, teachers, Deputy Principals, NCCD Case Manager, Specialised Support Team, and external agencies (if applicable) will be involved in the collaborative development of the plan. The Team will support teaching staff with the implementation of the plan.

Disciplinary Consequences

The disciplinary consequence model used at Rosedale State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The majority of student will be capable and confident in meeting established expectations that are clear, explicitly taught and practiced. Corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, corrective feedback, sanctions and rule reminders, they continue to display low-level problem behaviour. A continued pattern of low-level disruption behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to 'cross-class' a student immediately (see attachments for cross classing process)

For a small number of students, 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. The decision of will be made by the Principal in consultation with staff and other relevant stakeholders. On occasions, the behaviour of a student may be so serious, that it may cause harm to other students or to staff, or impact on the good order and management of the school.

In these instances, the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record all minor and major behaviours.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred to appropriate Head of Department or Deputy Principal

Minor behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the right of others in any other serious way
- are not a pattern of problem behaviours; and/or
- do not require involvement of specialist support staff or Administration and can be managed by the classroom teacher.

Minor Behaviour Incident

It is important that teachers engage with the 10 Essential Skills integral to good classroom management (ESCM) to address minor student behaviour. If low level, disruptive behaviour continues, teachers will contact the parent/carer about the behaviour and document contact in OneSchool. Teachers/parent/carer are also able to speak to the Year Level DP, HOD or Inclusion Team for additional information and support when required

Possible Actions/ Consequences Whole Class	Possible Actions/ Consequences Individual
<ul style="list-style-type: none"> • Refer to the PCL Behaviour Expectations Matrix and/or posters • ESCM • Whole class practice of routines; specific class rules & expectations • Seating Plan • Peer mediation • Whole Class restorative Conference • Teacher led detention 	<ul style="list-style-type: none"> • Uniform – student sent to J block to change • Individual/group conference • Move student in class • Parent contact (prior to referral) • Reset Time (10-minute intervals/student always visible) • Teacher led detention • Teacher led litter duty • Apology and/or restitution • Student contract/agreement • Referral to Inclusion team • Timeout from laptop use in class • Buddy class student/withdrawal arrangements

Major behaviours are those that:

- are repeated breaches that impact on learning
- are repeated disruptions to the learning environment
- are continuing to occur despite the teacher engaging in ECSMs and following recommended management strategies as outlined in the PCL Behaviour Expectation matrix
- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of school leadership
- behaviours result in an immediate referral to school leadership because of their seriousness.

Major Behaviour Incident

Possible Actions/ Consequences

Enacted by HOD or DP (each behaviour incident will be assessed on an individual basis).

- Contact with home
- Student interview
- Student contract/agreement
- Engage in restorative conversation with student
- Non-submission process and letter sent home
- Formal Lunch detention
- Behaviour and/or Academic Monitoring Cards
- Behaviour Contacts
- Mediation
- Community Service Intervention
- Support referrals and support Plans
- Network (internet) access limited or disabled
- Referral to Inclusion team
- Inclusion support programs
- Referral for assessment and/or specialist support
- Referral to outside agency
- Temporary removal of student property
- Ineligibility to represent the school, engage in extracurricular activities or be entitled to optional privileges
- Support and intervention documentation (e.g. risk assessment, IBSP, play plan, DIP, Part-time education plan, etc)
- Possible transition to an alternative education option
- Police notification (if illegal behaviour)
- Short term (1-10 days) or Long term (11-20 days) suspension
- Recommendation for exclusion or cancellation of enrolment



Rosedale State School PCL Major Minor Behaviour



Behaviour Category	Definition	Minor Example Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option	Major Example Discipline incidents of such severity that warrant removal from the learning/play environment	Non-Example
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"> Swearing one or two words not directed at someone Verbal threat and threatening the safety of others Calling other students demeaning names (e.g., dumb, stupid) 	<ul style="list-style-type: none"> Continual swearing – a string of words or consistent swearing directed at a staff member Repeated verbal threats and threatening the safety of others Repeated name calling, malicious & continuous intent to cause harm Directing abusive and offensive language at another person Racist or sexualised comments 	<ul style="list-style-type: none"> Saying 'I won't be your friend' Saying 'I am going to tell my mum on you' A student using a swear word after stubbing their toe Swearing as everyday language (not directed)
Academic Misconduct	Student inappropriately and falsely demonstrates their learning. Claiming work that is not your own. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	<ul style="list-style-type: none"> Copying work done by someone else in order to gain academic advantage 	<ul style="list-style-type: none"> Cheating on a test. Including the unapproved use of AI. Plagiarism of any kind Bringing or using a band item into a testing location (phone/ unapproved calculator) 	<ul style="list-style-type: none"> Using another student's work to 'catch up' after being absent Looking at a peer's work for assistance
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	No minor examples of bomb threat	<ul style="list-style-type: none"> ALL Bomb Threats and False alarms are to be dealt with by Administration 	
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.	No minor examples of bullying. Refer to harassment	<ul style="list-style-type: none"> Bullying – Repeated targeting of others (physical/verbal/written) Repeated or serious verbal, physical, cyber, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons 	<ul style="list-style-type: none"> One off fighting with another individual One off name calling i.e. 'you are stupid'
Defiance	Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> Refusing to comply with reasonable instruction Being in an out of bounds area Truancy 	<ul style="list-style-type: none"> Repeated refusal to follow instructions without responding to classroom management procedures Repeated refusal to follow school policy and procedures Repeated truancy or repeated being in an out of bounds area Dishonestly recounting incident or events 	<ul style="list-style-type: none"> Student begins to comply before reaching office referral Comment made by student, 'I cannot do this.'
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> Lack of regard for others' feelings, boundaries and social norms Mimicking Light teasing 	<ul style="list-style-type: none"> Repeated lack of regard for others' feelings, boundaries and social norms Sexual harassment- verbal comments and/or physical actions Being rude to visitors in school or public place Vandalism or willful damage to property or environment Deliberate intent to cause harm Arguing with staff regarding a consequence 	<ul style="list-style-type: none"> Not responding to a visitor for fear of stranger danger
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"> Calling out without raising hand after redirection which is affecting three or more people Repeated noise or talking which is affecting three or less Disruption transition between tasks Unconsidered use of equipment Slow to comply, with directions Late to class 	<ul style="list-style-type: none"> Constantly walking around or out of place, yelling out or interrupting learning without responding to classroom management procedures Repeated noise or talking which is affecting three or more Harmful/ damaging use or treatment or equipment Leaving class without permission Major disruptions to own or others' class 	<ul style="list-style-type: none"> Excited calling out an answer Isolated incidence of calling out or talking Getting up in the middle of lesson to sharpen a pencil without disrupting others

			<ul style="list-style-type: none"> Not in the right place at the right time 	<ul style="list-style-type: none"> Non-compliance with staff member's directions, continuous refusal to follow directions, talk back, argue, yelling inappropriate gestures and/ or delivers social rude interactions 	<ul style="list-style-type: none"> Out of uniform, accompanied by a note or message from parent Makeup worn as a part of costume or prop.
Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.	<ul style="list-style-type: none"> Wearing items of clothing not connected to school colours Repeatedly wearing jewellery, nail polish after given a verbal warning 	<ul style="list-style-type: none"> Wearing visually inappropriate or offensive clothing Repeated wearing items of clothing not connected to school colours Refusing to follow school uniform policy 	<ul style="list-style-type: none"> Forging Parent/Caregivers signatures Forging documentation or any kind 	
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.				
Fighting	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> Intentionally tackling or jumping on another person in the course of a game 	<ul style="list-style-type: none"> Intentionally assaulting (punching, kicking, grabbing) another student Intentionally inciting or escalating an aggressive situation by verbal or by proximity 	<ul style="list-style-type: none"> Accidentally landing on or being pushed into someone during the course of a game 	
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"> One-Off isolated incident 	<ul style="list-style-type: none"> All forms of repeated harassment Sexually implied or explicit behaviour and/or language in any context Racial harassment Inappropriate or offensive content included in work 		
Other - charge related suspension	Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.		Principal discretion		
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"> Intentionally tackling or jumping on another person in the course of a game 	<ul style="list-style-type: none"> Physical contact with the intent to humiliate, intimidate, threaten or retaliate Intentionally punching another student Any actions leading to harm or threaten physical injury Intentionally and maliciously spitting on another person Biting Throwing an object resulting in harm Physical contact involving an adult 	<ul style="list-style-type: none"> Accidentally landing on or being pushed into someone during the course of a game 	
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> Snapping or breaking equipment, either their own or others Using scissors to cut their own clothes 	<ul style="list-style-type: none"> Deliberately kicking a hole in the wall Willful damage to property or environment Vandalism 	<ul style="list-style-type: none"> Throwing or kicking own school bag Falling or being pushed into a wall causing damage 	
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"> Throwing a rock at a window 		
Refusal to participate in the educational 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"> Repeated refusal to participate in classroom lessons without responding to classroom management procedures (not impacting the learning of others) Continuing to bring trading cards or toys to school 	No major behaviour	<ul style="list-style-type: none"> Begins to comply before reaching office referral Following directions after given a warning Not following a teacher's instruction with a plausible warning (e.g. not hearing or not understanding due to language barrier) 	

Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.		<ul style="list-style-type: none"> Found with, in the presence of, or affected by illegal drugs 	<ul style="list-style-type: none"> Bring something for show and tell with parent and teacher permission Having or using asthma puffer
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	<ul style="list-style-type: none"> Carrying a self-administering non-prescription medication such as Panadol 	<ul style="list-style-type: none"> Found with, in the presence of/ selling, supplying or affected by alcohol Found with, in the presence of/ selling, supplying or using cigarettes or vapes 	<ul style="list-style-type: none"> Carrying non-prescription medication such as Panadol but in the process of forwarding to the office Child carrying an anaphylaxis pen with permission Finding items on school grounds and taking to a teacher Bringing an empty cigarette packet in for an assignment
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"> Using and hiding a mobile phone or other personal electronic device during school time Accessing the internet via "Hotspot" Phone not away for the day 	<ul style="list-style-type: none"> Repeatedly using a mobile phone or other personal electronic device during school time Unauthorised recording or photos of any person Inappropriate use of personal technology device or social networking sites, which impacts on the good order and management of the school Talking about the school or staff on social media in a negative or inappropriate manner Accessing inappropriate web content 	<ul style="list-style-type: none"> Student accessing iPad for learning. Accidental redirection from a web-link. Which shows inappropriate content Printing picture of human body for a project Opening an email attachment to find it is offensive but alerting a teacher immediately
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/ touching something without permission and then handing in back 	<ul style="list-style-type: none"> Intentionally taking an item, that's not yours from the school, classroom or a student's bag In possession of, having passed on, or being responsible for removing someone else's property without that person's permission 	<ul style="list-style-type: none"> Using someone else's sharpener without asking
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"> Being late to class (beyond 5 minutes) with a unreasonable explanation Leaving classroom without permission 	<ul style="list-style-type: none"> Failing to respond to a request to return to class Being directed to a certain location, cross class/ Office and loitering in another place/ area (e.g., toilets, another classroom) 	<ul style="list-style-type: none"> Racing to the toilet in an emergency (e.g. not feeling well) Taking the 'scenic' route when returning to class
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"> Leaving school grounds without permission Not directly getting off the bus and entering the school grounds 	<ul style="list-style-type: none"> Running to collect a ball without permission
Use/ possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).		<ul style="list-style-type: none"> Being possession of/ selling such substances/objects to school 	<ul style="list-style-type: none"> Finding substances/objects and handing to the teacher
Use/ possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	<ul style="list-style-type: none"> Spent ammunition shells 	<ul style="list-style-type: none"> Being in possession of pocketknife to school Live ammunition 	<ul style="list-style-type: none"> Finding weapons and handing to teacher Having a plastic knife in lunch box to cut an apple



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 Rosedale 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 Rosedale 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 consequence 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 or in writing. Re-entry meetings are usually short, taking less than 15 minutes, and kept small with only the Principal or their delegate (and possibly Guidance Officer) attending with the student and their parent/s.

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

Structure

The structure of the re-entry meeting should follow a set agenda, where possible shared in advance with the student and their family. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

Welcome back to school

- Check in on student wellbeing
- Parents have an opportunity to provide information about their child
- 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

*(Due to the distance parents at Rosedale State School need to travel to attend this meeting, it may be arranged with the parent that the agenda for the meeting include other items for discussion particularly those involving support for the student.)

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, Head of Inclusion or Indigenous Liaison Teacher Aide, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Legislative Delegations

In this section of the Rosedale State School 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 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

School Policies

Rosedale State School has designed school policies tailored to ensure students, staff and visitor's 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
- Managing Electronic Devices – including mobile phones
- 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 Rosedale State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, vapes, throwing stars, brass knuckles, chains, handcuffs)

- 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 Rosedale State School:

- do not require the student's consent to search school property such as lockers, desks, USBs or laptops that are supplied to the student through the school;
- will seek consent from the student or parent to examine or otherwise deal with the student property of concern. 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).
- will seek 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 Rosedale State School

- ensure your children 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 Rosedale 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 Rosedale 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 Rosedale State School *Code of Conduct*
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available.

Managing Electronic Devices – including mobile phones

The use of electronic devices (including laptops, earphones, speakers etc.) can be disruptive to the learning environment of all student and impact on the safety and protection of students and staff. Rosedale State School has therefore put in place this policy to ensure that the rights of all students and staff are respected as well as ensuring a safe and supportive learning environment.

Rosedale State School does not take any responsibility for the loss or damage of any devices under any circumstances.

Aim of this policy

- To provide a workplace where the rights of all students and staff are respected as well as ensuring a safe and supportive learning environment
- To alert students and staff of the times when it is genuinely appropriate and beneficial for students to have access to electronic devices
- To reduce the risk of student misuse of electronic devices
- To alert student of the legal consequences relating to the misuse of electronic devices

Policy Guidelines

- If electronic devices are brought to school they are the responsibility of the student. The school does not take any responsibility for the loss or damage of any device under any circumstances
- Electronic devices are not to be used in any manner or place that is disruptive to the normal routine of the school
- Due to the school becoming a BYOX school, students are permitted to have their laptop with them in every class. BYOX and school laptop guidelines and policy must be adhered to
- Personal electronic devices (mobile phones, smart watches and EarPods) are banned as per the Government's 'Away for the Day' policy
- BYOX devices are not permitted under exam conditions (except where QCAA require devices to be accessed for Senior Exam)
- Students are permitted to use their BYOX devices before and after school or during lunch breaks
- Students are not allowed to use their BYOX electronic devices to harass and engage in bullying behaviour towards other students or staff
- This policy also applies to students during school excursions, camp and extra-curricular activities

Responsibilities

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

- Use laptops and their BYOX device (as outlined in the BYOX policy)
- Assigned class work and assignment set by teachers
- Developing appropriate literacy, communication and information skills
- Authoring text, artwork, audio and visual material for publication 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, encyclopedias, etc.
- Researching and learning through the department eLearning environment

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

- Use laptops, phones and/or their BYOX device in an unlawful manner
- Download, distributed or publish offensive message or pictures
- Use obscene, inflammatory, racist, discriminatory or derogatory language
- Use language and/or threats of violence that may amount to bullying and/or harassment or even stalking
- Insult, harass or attack other or use obscene or abusive language
- 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 email)
- Knowingly download viruses or any other programs capable of breaching the department's network security

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 Rosedale State School's 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 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 support the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Managing Personal Electronic Devices – Away for the Day

Rationale

In line with the school's Mobile Phone and other hand-held device policy and supported by Education Queensland, mobile phones / smartwatches / wireless headphones and ear phones and other personal connectivity devices, are banned at Rosedale State School. These items are not permitted to be accessed at any time during the school day. This include lunch breaks and once on school site). If a parent needs to contact a student during the school day, they are able to contact the office and a message will be forwarded to the student directly. It is understood that students may need a mobile phone before or after school, when off school grounds for safety reasons. For this purpose, they will be able to use their phone as they enter the school grounds or once they exit the school.

School Expectations:

- All students are expected to secure their device/s every school day while on school grounds or when off-site representing the school or on excursions
- All devices need to be switched off, out of sight and personally secured by the owner (student's bag or on their person).
- Or Secured in the Office or at J Block
- Students involved in:
 - Inappropriately recording; and/or
 - Disseminating inappropriate material (through SMS, display, internet uploading etc.) and/or
 - Knowingly being the subject of an inappropriate recording and/or
 - Recording without the subject's knowledge,

are in breach of the above policy, and may be subject to consequences (including suspension and recommendation for exclusion)

School approved exemptions:

- For school payments (e.g., tuckshop, uniform shop and office).
- For recording evidence for assessment tasks only during class time when specified on the assessment task sheet.
- During representative school sports, camps and excursions at specified and supervised times (in accordance with the [School excursions](#) procedure);
- For a specific individual student circumstance which must be negotiated with the Principal or delegate through written application, e.g. a specific health requirement such as noise cancelling headphones; translating speech for an international student; or for a particular disability or wellbeing need. Students who have approved individual exemptions will have documentation to support this.

Expectations: Students, staff and families are expected to follow this policy. The following may apply for non-compliance:

Rule Reminder/Warning	Staff will remind student of the "Away for the Day" Policy and instruct the student to put their device away.
1st Breach:	A staff member will instruct the student to take the device to the Admin Office. The device will be handed in, the student will be issued a receipt and parents will be notified. The device will be available for collection at the end of the school day and a reminder given about our Phone Policy.
2nd Breach:	As per 1 st Breach plus the student and parent will be given notice that repeated non-compliance of our phone policy is classified as a major behaviour incident and may result in a school-based consequence. A detention may be given as per the Student Code of Conduct.
3rd Breach:	Repeated non-compliance of our school's Phone Policy will be classified as a major behaviour incident and may result in a School Disciplinary Action such as a suspension. The school and family will work together to put strategies in place to support the student ie. handing phone into office each morning.

Guidelines

Students are reminded that all other responsibilities and guidelines involving the use of smart devices as outlined in the school's current ICT policy and responsible behaviour plan for students still apply.

To ensure appropriate use of smart devices within Rosedale State School the following needs to be understood:

- Learning can be enhanced with the use of ICTs and may be utilised in all learning environments. The use of ICTs and students' own personal electronic devices can be an appropriate teaching and learning strategy and is **only permitted when consent is provided by the class teacher**. A reminder that various subjects/units of work/teachers focus on differing delivery methods and the class teacher has ultimate responsibility for how they need the learning environment to operate for best student outcomes.
- Unacceptable use of electronic devices within the classroom is defined as any behaviour or incident that interrupts the learning/teaching environment and involves the use of electronic devices when permission has not been granted by staff.
- Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means (Cyber bullying).
- Cyber bullying occurs when a person is targeted by another through the use of information and communications technology. It involves the misuse of mobile phone, computer, internet, email, making of and /or distributing pornographic, obscene, offensive, violent, sensitive, shocking materials, invading a person's privacy, or images depicting dangerous behaviour, bullying and harassment.
- Even where consent is obtained for recording, the school will not tolerate such images or sound 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.

- Cyberbullying can involve students or staff using SMS text, email, chat rooms, websites, blogs and mobile phones, to download, and possibly send messages or images and/or post/upload materials with the intention of distributing this material so as to threaten, humiliate, intimidate or harass another student, staff or someone else within the school community.
- The sending of text messages that contain obscene language and/or threats of violence may amount to bullying, harassment or stalking, and will subject the sender to discipline and possible referral to Queensland Police Service. Students receiving such text messages from fellow students should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Legislation

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'.
- 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 Queensland Police Service (QPS)

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.

Enhancing On-Line Safety for Children Act 2015

There is a Children's e-safety Commissioner whose job is to administer a complaints system for cyberbullying material targeted at an Australian child. The act can be enforced under Part 4 of the Regulatory Powers (Standard Provisions) Act 2014. This allows a civil penalty to be enforced by obtaining an order for a person to pay pecuniary penalty (money) for the contravention of the provision.

Criminal Code 1995

Staff and Students need to be aware of Section 474 of the Criminal Code 1995— "It is an offence to use telecommunications devices to menace, harass or cause offence."

Consequence for Policy Breach

Appropriate disciplinary action in line with our school's Student Code of Conduct will be taken against any student who breaches any of these guidelines and responsibilities.

- Turn off device and future use may be prohibited or account/ network access disabled.
- Inappropriate use in the classroom student is to take device to Office or J Block where it will be stored securely. Students will be issued a receipt and allowed to pick up the device at the end of the school day.
- Inappropriate or illegal material will be confiscated and temporarily removed.
- Disciplinary actions, as outlined in the school's PCL Major Minor Behaviour Matrix Guide, may be imposed.

Preventing and responding to bullying

Rosedale State School is committed to providing a safe and secure environment for all. We all have the right to learn in a supportive and safe school environment that values diversity - an environment free from bullying, harassment, discrimination and violence. Our school's wellbeing framework is shaped by the Student Learning and Wellbeing Framework, as well as the Respectful Relationships curriculum, promoting positive relationships, sustained happiness and wellbeing for students, staff and the wider school community.

Our staff know student learning is optimised when they feel connected 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. Parent/Carers 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.

The school actively promotes social and emotional competencies amongst students through a multi-faceted and tiered approach.

Whole School Explicit Teaching

Students engage in social and emotional learning through the Respectful Relationships program, the student learning and wellbeing framework. The school also includes explicit teaching of Positive Culture for Learning through their wellbeing lessons, Assemblies and Form classes.

Whole School promotion and events

Specialised Support Team, Heads of Department and Student Leadership (in conjunction with the SRC) lead specific event days each year with the aim to promote a positive environment and to engage the school community in building a welcoming school culture

that values diversity, inclusivity and respect. E.g. House activities and competitions, Bullying No Way, Harmony Week/Day, NAIDOC week celebrations, Book Week etc.

Targeted interventions

Students are identified through school tracking processes such as Inclusion team referrals, behaviour data analysis, teacher monitoring, and attendance tracking are monitored and supported by various support staff. Monitoring and support occur through specialised Support Team case management and intervention programs. Students identified as vulnerable are engaged in specific interventions. Research based programs target different outcomes and may include: RAGE, BELLA, Youth in Touch, Seasons for Growth, Social Cipher etc.

Referral System

Student Support referral system, located on the staff SharePoint page, captures students not self-reporting that staff identify as possibly vulnerable. These are triaged to the Inclusion Team.

Professional Development

Regular and up to date Professional Development will be provided for staff to assist in recognising and responding to bullying, including cyberbullying, through staff induction processes, annual mandatory training and professional development.

Bullying Flow Chart

Student

You or someone you know is being bullied?

Are you sure it's bullying?

Check that what you're experiencing aligns with the definition of bullying/ harassment

Have you tried being assertive, speaking up or buddy up with a student, to and from school or between classrooms?

Understand that this is not your fault and that we have many ways to deal with bullying behaviours.

Your safety and well-being is important!

Is it happening online?

Is it happening outside of school?

Is it happening at school?

-Talk to your parent/carer so that they can support and assist you.

-Report the incident to an external agency such as the police. The Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network

- Report online content/behaviour using the online tools provided by the website or application

-Contact teacher, Head of Department or Deputy Principal to discuss if the online behaviour incident negatively impacts on the good order and management of the school

-Talk to your parent/carer so that they are aware and can support and assist you.

-If you feel unsafe, or someone is hurting you, contact the Police

--Talk to your teacher, Head of Department or Deputy Principal who will help develop a plan of action for you, as well as notify the Student Support Staff so that we can help

-You can talk to your teacher, Head of Department who will help develop a plan of action for you, as well as notify the Student Support Staff so that we can help

What is bullying?

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Different types of bullying

- Verbal Bullying - Repeated offensive comments that relate to race, religion, gender, sexuality or ability. This includes repeated behaviours such as: name calling, teasing and spreading rumours. This can occur in person, phone or via any other form of electronic device/ media
- Physical Bullying - Behaviours include: slapping, sticking, kicking damaging others' property, invasion of personal space and physical intimidation ("stand over tactics")
- Emotional/Psychological Bullying - This includes repeated behaviours such as: exclusion/isolation from social groups, repeated ignoring, unwelcome attention (including sexual harassment). Threatening and making inappropriate gestures
- Cyber Bullying - is bullying carried out through the internet or electronic devices. It may involve sending insulting or threatening text messages, posting someone's personal or embarrassing information online, creating hates sites or starting social exclusions campaigns on social networking sites.

What bullying doesn't look like?

Single incidents and conflict or fights between equals, in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved

Behaviours that do not constitute bullying:

- 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

What is harassment?

Harassment is behaviour that targets an individual or group due to their characteristics or differences. It offends, humiliates, intimidates or creates a hostile environment.

Examples of discrimination may include: ridiculing someone on their race, religion, making suggestive

Bullying Flow Chart

Parent/Carer

Is there a concern of bullying or harassment occurring?

Here's what to do:



Look for tell-tale signs; bruises, scratches, torn clothing, student not wanting to come to school, temper outburst etc.

Listen carefully and calmly to your child. Find out what happened, when it happened, who was involved, where it happened and who else was present.

Is it happening online?



- Have a conversation with your child about on-line sites and social media materials and safety
- Report the incident to an external agency such as the police. The Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network
- Report online content/behaviour using the online tools provided by the website or application
- check privacy and security settings of social media. Ensure only your child has the password and they have blocked inappropriate users.
- Encourage them not to engage
- Complete eSafety safety modules
- Contact teacher, Head of Department or Deputy Principal to discuss if the online behaviour incident negatively impacts on the good order and management of the school

Is it happening outside of school?



- Talk to your parent/carer so that they are aware and can support and assist you.
- If you feel unsafe, or someone is hurting you, contact the Police
- Talk to your teacher, Head of Department or Deputy Principal who will help develop a plan of action for you, as well as notify the Student Support Staff so that we can help

Is it happening at school?



- You can talk to your teacher, Head of Department who will help develop a plan of action for you, as well as notify the Student Support Staff so that we can help

What is bullying?

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Different types of bullying

- Verbal Bullying – Repeated offensive comments that relate to race, religion, gender, sexuality or ability. This includes repeated behaviours such as: name calling, teasing and spreading rumours. This can occur in person, phone or via any other form of electronic device/ media
- Physical Bullying – Behaviours include: slapping, sticking, kicking damaging others' property, invasion of personal space and physical intimidation ("stand over tactics")
- Emotional/Psychological Bullying – This includes repeated behaviours such as: exclusion/isolation from social groups, repeated ignoring, unwelcome attention (including sexual harassment). Threatening and making inappropriate gestures
- Cyber Bullying – is bullying carried out through the internet or electronic devices. It may involve sending insulting or threatening text messages, posting someone's personal or embarrassing information online, creating hates sites or starting social exclusions campaigns on social networking sites.

What bullying doesn't look like?

Single incidents and conflict or fights between equals, in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved

Behaviours that do not constitute bullying:

- 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

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Bullying Flow Chart

Teacher

Has a student come to you to report bullying or harassment?



Are you sure it's bullying?

Check that what the student is experiencing aligns with the definition of bullying/harassment

Is it happening online?



Is it happening outside of school?



Is it happening at school?



Listen carefully and calmly, and document what the student tells you

Ensure a private place to talk. Do not dismiss their concerns or make them feel they are at fault. Listen to their account fully first and then ask them (and maybe others) questions to get more detail. Avoid the terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders.

Clarity if there are immediate safety risks and let the student know that you will be passing this information on to the Head of Department or Deputy Principal.

Record the conversation in OneSchool and refer to the relevant HOD or DP

Refer student to Student Support Team for additional support

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What is harassment?

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:

- **Kindy to Year 6** – Class teacher
- **Year 7 to Year 12** – Form teacher or Head of Department
- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support
- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate



Appropriate use of social media

Overview of the Social Media Under 16 Restrictions and Legislation

From 10 December 2025, many social media platforms will require users to be 16 years and above to create or maintain an account. These changes aim to mitigate risks associated with excessive screen time and exposure to harmful content, which can negatively impact the health and wellbeing of young people. Further, they allow young people to develop safe and healthy habits over time. While a definitive list of affected platforms is not yet available, platforms including Facebook, Instagram, Kick, Reddit, Snapchat, Threads, TikTok, Twitch, X (formerly Twitter), and YouTube will be age restricted. For the most up-to-date information, please refer to the latest list and other resources provided by the **Office of the eSafety Commissioner**. The Department of Education provides specific supports for schools, students, parents and the community through the **Cybersafety in Queensland schools** page. This resource offers guidance to parents on fostering safe and responsible digital practices.

Once over 16, social media provides opportunities for students to network and socialise online. While these platforms can provide positive interactions for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to consider that sometimes negative comments posted can 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 ignite situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- 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/carer 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. 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). 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). Appropriate Use of Social Media 42

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 police or for other agencies as needed for escalation of serious concerns.
- block the offending user
- report the content to the social media provider.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

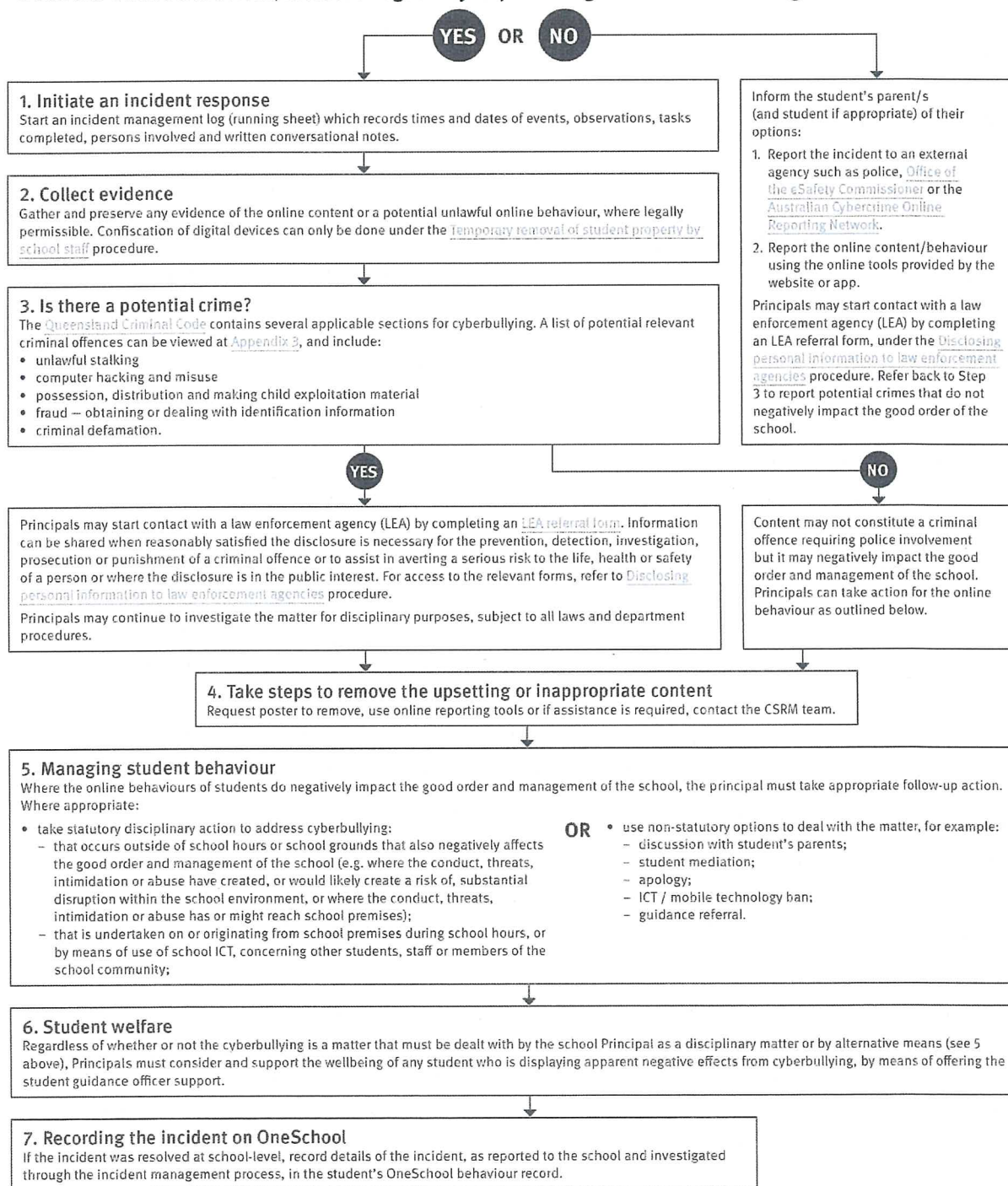
Explicit images

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

Help

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

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



Restrictive Practices

School staff at Rosedale 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.

In some very rare situations, where there is immediate risk of 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 procedures** is written with consideration for the protection of everyone's human rights, health safety and welfare. There are six fundamental principles:

1. Regarding to the human rights of those students
2. Safeguards student, staff and others from harm
3. Ensures transparency and accountability
4. Places important 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.

In the very rare occasion restrictive practices is planned, 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 procedures**.

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose 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.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Attachments

- Attachment 1 Minor/ Major/ Critical response Flowchart
- Attachment 2 Buddy Class – Reflection K-2
- Attachment 3 Buddy Class – Reflection 3-6
- Attachment 4 Buddy Class – Secondary
- Attachment 5 Buddy Class – Teacher slips
- Attachment 6 Buddy Class – Reflect /Cross Class Process

