Responsible Behaviour Plan  
(2012 – 2015)  
Based on  
The Code of School Behaviour
1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Pimpama State Schools plays a significant role in the social, emotional and academic lives of children in the community. Through consultation with the community and the development of a positive meaningful relationship the school is responsive to the community’s expectations and requirements. The Responsible Behaviour Plan based on the Code of School Behaviour informs parents, students and teachers of their responsibilities and roles as a member of the school community and visitors to the school site.

Pimpama State School prides itself in high standards of behaviour. These high expectations of students, parents and teachers at Pimpama State School make for a unique and distinctive approach to education. Community support of these expectations enhances the learning and enjoyment of all students.

The positive learning environment which Pimpama School strives to achieve follows a proactive approach to behaviour management. Our school incorporates numerous methods of rewarding positive and/or consistent contributions to our school.

The mutual respect of all stakeholders develops positive meaningful relationships that link closely to the principles of learning and teaching, productive pedagogies and principles of values education.

1. Consultation and data review

Pimpama State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2012 also informed the development process.

The Plan was endorsed by the Principal, Chair of the P&C and Assistant Regional Director (Schools) in February 2009. The plan was reviewed in June 2012 as required in legislation.

3. Learning and behaviour statement

At Pimpama State School we believe that all members of our school community (students, staff, parents, visitors) have the right to feel safe and valued.

In conjunction with these rights, all members have the responsibility for their own positive interactions and successful learning outcomes, and must have an understanding of appropriate and inappropriate behaviours and the consequences of both.

Through the development and maintenance of a supportive school environment all school members contribute to a preventative approach to inappropriate behaviour and the reduction of stress, whilst acknowledging that some inappropriate behaviour occurs as a normal dimension of childhood and adolescence. Effective Student Behaviour Management does not eliminate inappropriate behaviour, it manages students so that disruption is reduced and success is increased.

In managing student’s behaviour it is essential that a balanced approach be followed. The crucial factor in managing behaviour is what we do when students exhibit appropriate behaviour. An over-reliance on limit setting/negative consequences is adopting a hostile approach to students and is in no-one’s best interest and is likely to result in ineffective behaviour management.
We see the primary focus of teachers as imparting information and developing a wide range of skills in the students with whom they are engaged. The responsibility for behaviour belongs to the students and their parents, with the teacher and school reinforcing and developing appropriate behaviour in order to reduce the inappropriate behaviour of some students and the interference this causes with other students’ learning.

Hence, by developing a whole school approach to the management of behaviour, we believe we can create a positive learning environment in which each individual is valued and cared for in a manner which will assist them to reach their full potential and to become self-disciplined, making increased quantities of responsible behavioural choices.

Our school community has identified the following values and beliefs at our school to teach and promote our high standards of responsible behaviour

<table>
<thead>
<tr>
<th>Values</th>
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<tbody>
<tr>
<td>These 7 values underpin our key beliefs.</td>
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<tr>
<td>1. <strong>P</strong>ride</td>
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<td>2. <strong>I</strong>ntegrity</td>
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<td>3. <strong>M</strong>anners</td>
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<td>4. <strong>P</strong>artnerships</td>
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<td>5. <strong>A</strong>cceptance</td>
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<td>6. <strong>M</strong>orality</td>
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<td>7. <strong>A</strong>ccountability</td>
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**ii Expectations of School Community**

At Pimpama State School our vision is the pursuit of excellence and quality education in a positive and supportive atmosphere. All members of the Pimpama School Community are to abide by the Code of School Behaviour in accordance with the following standards

All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

As a school we have expected roles and responsibilities for all school community members as follows:

**Students**

- behave in a responsible manner
- take responsibility for their own behaviour and learning
- learn to the best of their ability and actively participate in the school’s education program
- cooperate with staff and others in authority
- strive for personal success
- value and respect all school community members including themselves
- value and respect all school community property
Teachers

- teach and evaluate students
- provide programs suitable to the needs of individual students
- provide a safe and supportive learning environment
- contribute to a supportive school environment
- value and respect all school community members
- strengthen self-confidence and self-worth amongst students
- reflect and implement the values and beliefs of the school community
- initiate and maintain constructive communication and relationships with students and parents/carers
- encourage parents to take an active interest in the progress of their child
- exchange ideas on quality teaching practices regularly and openly
- create exciting and active learning environments
- implement behaviour management strategies
- provide skills which assist students make responsible choices
- contribute positively to behaviour support plans which concern students in their care

Principal

- contribute to a supportive school environment
- value and respect all school community members
- strengthen self-confidence and self-worth amongst students
- reflect and implement the values and beliefs of the school community
- encourage parents to take an active interest in the progress of their child
- provide skills which assist students make responsible choices
- play a strong leadership role in implementing and communicating The Code in the school community
- ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with The Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Administrative Support Staff

- support classroom teachers in the location and allocation of resources
- complete tasks as directed by the Principal
- contribute to a supportive school environment
- value and respect all school community members

Teacher Aides

- reflect and implement the values and beliefs of the school community
- value and respect all school community members
- contribute to a supportive school environment
- implement behaviour management strategies
- prepare and supervise student work areas, e.g. small group activities, playground duty
- support classroom teachers in the implementation of programs
- complete tasks as directed by classroom teachers or Principal e.g. record keeping, preparing resources
Parents / Community

- value and respect all school community members
- ensure children are equipped for school, arrive and depart punctually
- ensure children attend school daily unless ill
- show an active interest in their child’s schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

iii School beliefs

- At Pimpama State School we believe that a consistent approach to behaviour management is necessary to foster a positive learning environment.
- At Pimpama State School we believe that all individuals make choices and are responsible for their actions. We accept that there are consequences both positive and negative for the choices we make.
- At Pimpama State School we believe that positive relationships underpin the successful development of children academically, socially and emotionally.
- At Pimpama State School we believe that members of the school community have the right to a safe and supportive learning environment and that effective behaviour management and productive learning are inter-dependent.
- At Pimpama State School we believe that behaviour can have a significant impact on student learning;
- At Pimpama State School we believe in caring and respect for others, property and the learning environment;
- At Pimpama State School we believe in promoting self-confidence and the courage to ‘have a go’ at new and challenging activities;
- At Pimpama State School we believe in self-reflection and ownership of behavioural choices;
- At Pimpama State School we believe that an equitable, non-discriminatory and non-violent actions being practiced and reinforced;
- At Pimpama State School we believe in respecting the rights of everyone to learn/teach to their full potential;
- At Pimpama State School we believe in caring for the school environment and for each other;
- At Pimpama State School we believe in our school community providing appropriate social role models;
- At Pimpama State School we believe in manners and respect as important elements of student development.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Whole-school behaviour support

At Pimpama State School we believe that all people choose the behaviour they exhibit and must be responsible for the choices they make, be they appropriate or inappropriate choices. The first step in managing behaviour is to look for those behaviours we desire at Pimpama School and ensure that children are recognised for their displays of appropriate behaviours. There is a large range of suitable positive reinforcers which can be utilised to ensure that greater frequencies of appropriate behaviours occur.
Our whole school approach provides a supportive learning environment through:

- open communication with the school community on The Code of School Behaviour and the school’s Responsible Behaviour Plan for Students;
- shared school values and a positive, inclusive culture;
- establishment of agreed programs and procedures that are known and understood by all members of the school community;
- staff, student and parent access to professional development, education or training;
- managing incidents through clear and well-understood processes;
- anti-bullying strategy (Appendix 1A);
- ‘High Five’ anti-bullying strategy (See appendix 1B);
- the development of Classroom Behaviour Management Plans by teachers in consultation with students (Appendix 2);
- letter explaining rules and consequences (Appendix 3);
- the implementation of a Playground/Bus Duty Behaviour Management Plan (refer Appendix 4);
- supporting students and building strong community relationships;

Pimpama School’s processes and procedures to implement the Code of School Behaviour and Responsible Behaviour Plan for Students is focused on a proactive base aimed at ‘catching kids being good’ and recognising that positive behaviour through a range of affirmative actions. This affirmation is implemented in conjunction with our Social Skills Program and a range of other programs aimed at developing student self-discipline and socially appropriate behaviours.

Pimpama State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school E-Newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Pimpama State Schools’ Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- tiered award system – student receive bronze awards in class for positive behaviour, after five bronze awards they receive a silver award in class, after five silver awards they receive a gold award on assembly from Administration as well as a letter home to caregivers commending behaviour;
- Principals’ award
- verbal and non-verbal praise;
- class awards;
- stickers;
- free time;
- awards presented on parade;
- special jobs/responsibilities;
- playground raffle tickets;
- personal point systems leading to rewards of a larger nature;
- class reward scheme – e.g. popcorn party, watch a video, etc.
- green card home to parents informing them of outstanding behaviours
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 14)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 1).
The following table highlights the expected codes of behaviour and associated school rules which we, as a school community, model within the school and believe are the basis for development if our children are to be self-regulating and positive members of Pimpama State School and the wider community (Appendix 5).

<table>
<thead>
<tr>
<th>Rule</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pride</td>
<td>Students must promote a feeling of passion for one’s own achievements and the achievements of other students and the school. Students must maintain a clean and positive school environment, observe safe and healthy practices and use opportunities given to them wisely. They must dress appropriately during all school activities and behave in a manner that will not injure or misuse property.</td>
</tr>
<tr>
<td>Integrity</td>
<td>Students must strive for honesty and strong moral principles. Students must strive to uphold the good name and character of each student and the school.</td>
</tr>
<tr>
<td>Manners</td>
<td>Students must show respect for others and use their manners at all times. Students must act responsibly and move in a safe and orderly manner adhering to designated boundaries.</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Students must work as a team to help support each other and promote understanding and a sense of belonging in their school. Each individual should strive to excel at a level that is appropriate for them.</td>
</tr>
<tr>
<td>Acceptance</td>
<td>Students must obey all school rules and accept consequences of personal decisions and choices of behaviour. Students need to show acceptance and understanding of differences amongst members of the school community. Students must follow directions first time.</td>
</tr>
<tr>
<td>Morality</td>
<td>Students must distinguish between right and wrong or good and bad behaviour. Student must show conformity, to traditional standards of moral conduct. Students must be punctual and organised.</td>
</tr>
<tr>
<td>Accountability</td>
<td>Students at Pimpama State School should be able to account for their actions and accept responsibility for their actions.</td>
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**Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

**Re-directing low-level and infrequent problem behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

**Targeted behaviour support**

Each year a small number students at Pimpama State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students identified, attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.
The Program is coordinated by a Behaviour Advisory Teacher (BAT) with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Strategies used for targeted behaviour support include:

<table>
<thead>
<tr>
<th><strong>Anti – Bullying program</strong></th>
<th>A successful anti-bullying campaign is currently in place at our school. It is accepted and acknowledged positively by all stakeholders.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Reinforcement</strong></td>
<td>Reinforcement is provided in relation to specifically identified positive behaviours (eg sitting appropriately). Positive reinforcements such as behaviour charts, body language, proximity reinforcement and awards are all examples of possible specific behaviour reinforcers.</td>
</tr>
<tr>
<td><strong>Curriculum Adjustment</strong></td>
<td>If determined by staff appropriate adjustments may be made to curriculum related areas. These adjustments may include less curriculum work, an IEP working with a peer or older student.</td>
</tr>
<tr>
<td><strong>Communication with Parents/ Carers</strong></td>
<td>Communication with parents/carers occurs throughout this targeted behaviour support phase in order to promote the opportunity for success. Teachers will make direct contact either by telephone, email or note to keep parents/carers informed of progress, particularly positive outcomes.</td>
</tr>
<tr>
<td><strong>Direct Additional Support</strong></td>
<td>If deemed necessary a student may be supported through direct additional teacher aide time or referral to the Student Support Services Committee for assessment and assistance.</td>
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</tbody>
</table>
| **Special Jobs/ Responsibilities** | A student receiving targeted behaviour support may benefit from added responsibilities within the classroom or school. These responsibilities may include:  
  ⇒ peer tutoring  
  ⇒ working with a younger or older classmate  
  ⇒ classroom jobs  
  ⇒ school jobs (putting up the flags) |

**Intensive behaviour support**

Pimpama State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Students identified as requiring targeted or intensive behaviour support are referred to the school Behaviour Advisory Teacher (BAT) on a regular basis. The BAT works closely together with the Student Support Services (SSS) and the class teacher. Together they review each case on an individual basis and determines appropriate action to be taken.

Through this referral a team approach is enacted with all staff working collaboratively to assist the referred student. The process is as follows:

- Referral to Behaviour Advisory Team (BAT) for consultation and support
- Referral made to Student Support Services Committee (SSS)
- Discussion at SSS meeting
- Collation of data on student i.e. planning room referrals, suspensions, etc
- Consultation with parent/carer
- Referral to Guidance Officer for assessment and behavioural support
- Development of Individual Behaviour Support Plan by team
A range of strategies aimed at preventing further behavioural issues, supporting both the student and the teacher, and to guide the actions taken by teachers if further disruptive behaviour occurs will be developed as a part of the Individual Behaviour Support Plan.

**A list of school support programs for serious problem behaviour students**

These programs include:

- **Co-operation Program** – A program focusing on developing cooperative skills and strategies. This program is run by the Guidance officer
- **Anger Management Training** – An ongoing program for students with anger management problems.
- **Guidance Officer**
- **Individual Behaviour Plans** and intervention meetings with all stakeholders

At all times parents/carers will be kept informed re student behaviour of a significant nature, both positive and negative. Consequences for continued significant inappropriate behavioural choices will be determined on an individual basis.

In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

The Behaviour Improvement Condition for students displaying challenging behaviour requires the student to undertake a behaviour management program arranged by the Principal. The program is designed and conducted by a qualified person to help the student not to re-engage in the challenging behaviour.

Programs may include referral to:

<table>
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<tr>
<th>Bardon Road Behaviour Support Unit</th>
<th>Withdrawal program for students aged 5-10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place Alternate Schooling Provision</td>
<td>Alternate program for students which involves part-time or full-time placement for students aged Years 5-9</td>
</tr>
<tr>
<td>Child and Family Counselling Team</td>
<td>Child and family counselling</td>
</tr>
</tbody>
</table>

The student’s continued enrolment will be dependent upon the school Principal being satisfied that the student has complied with the behaviour improvement condition for the challenging behaviour.

**Emergency responses or critical incidents**

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

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

General responses to emergencies and critical incidents:

- staff will attempt to maintain calmness, respect and detachment
- staff will attempt to defuse situations and bring about respectful resolutions
- staff will approach students to attempt to help them to calm down and redirect their behaviours
- staff will help students to solve problems in appropriate ways
- staff will seek additional support to assist them if necessary.
**Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others

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

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

At Pimpama State School staff understand that:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- there are underlying functions of the behaviour

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

At Pimpama State School physical intervention made:

- is reasonable in the particular circumstances
- is in proportion to the circumstances of the incident
- is always the minimum force needed to achieve the desired result, and
- takes into account the age, stature, disability, understanding and gender of the student

**Record keeping**

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident Report
- [Health and Safety incident record](link)
- Debriefing report (for student and staff).
Process for Responding to Unsafe / Unmanageable Behaviour

Unsafe / Unmanageable Behaviour
- Phone call to the Office for assistance

Remove child from situation

If child refuses instruction to move or escalates behaviour
- Admin ring parent and offer four options
- Provide shepherd until parent arrives
- Record data

Child has cool down time
- Problem Solving Process
- Parent Involvement
- Consequences invoked
- Record data

Parent comes to school
1. child goes home
2. parent stays at school with child
3. parents talks to student and departs only when student displays appropriate behaviour

4. Parent decides to let school handle situation
- record data

Consequences
Suspension
- record data
- suspension letters
Alternate Education Program

Review Meeting
- case meeting
- minutes
- adjustments formalised

Case Meeting
May include
- Minutes of meeting
- Re-entry program including restricted entry
- Behaviour Agreement
- Playground modifications
- Individual behaviour plan
- Alternative education program
- Review period set

Referral Process for students that require Intensive Behaviour Support
- Referral form completed by Class Teacher and discussed with Behaviour Advisory Teacher
- Behaviour Advisory Teacher contacts the parent and discusses concerns
- Referral form submitted to the SSS Committee
- BAT & SSS reviews each case on a individual basis and determines appropriate action to be
Consequences for unacceptable behaviour

Level one – Low level behaviour

Redirection, Rule reminder, confiscation of item

In dealing with children we believe that there are many Low Level Misbehaviours (e.g. forgetting, hat, running on concrete, etc.) which can best be dealt with informally, quickly, quietly and easily, to discourage repetition.

Level two – Low level behaviour (continuation of behaviour)

Time-out, community service (under teacher supervision), withdrawal from class etc.

This process of managing Low Level Misbehaviour is aimed at reducing the need to enter the Formalised Behaviour Management Process. However, if a child chooses to exhibit inappropriate behaviour then they must accept the consequences which come with their choice.

Level three – Demanding level misbehaviour - Formal process (Planning Room)

Planning Room - Formal

The Education Act (General Provisions) gives Principals and/or teachers the right to detain a student as a punishment for disobedience, misconduct and willful neglect to prepare homework or for other breaches of school discipline.

A period of detention must not be more than:

- 20 minutes during the lunch recess, or
- 30 minutes after the school program for the day is finished.

At Pimpama State School we have a 20 minutes planning room.

For misbehaviours requiring more serious consequences, the referring teacher fills out a yellow (playground) or pink (classroom) Thinking/Planning Classroom Referral Form. The student is responsible for taking the slip to the Planning Room during the following lunchtime. (If the misbehaviour occurs at the end of lunchtime or in the last session of class time, the slip is taken to the Planning Room the following day.)

Parents are required to sign, date and return Planning Room form to the office. Parents will be telephoned or sent a letter after four planning rooms.

Refer:
- Classroom Management Plan (Appendix 2)
- Playground / Bus Duty Management Plan (Appendix 4)
- Planning Room record (Appendix 6)
- Planning Room planning sheet (Appendix 7)
- Notification of time spent in Planning Room Form (Appendix 8)
- Planning Room Referral Form Appendix 9
- Student misbehaviour notice (Appendix 10)
- Behaviour contract (Appendix 11)
- Managing childrens behaviour (Appendix 12)
**Level four - High Level Misbehaviour – Formal process (5-7 Planning Rooms)**

A child’s behaviour is defined as High Level if it has been of such a severe nature to warrant immediate entry or on the identification of a fifth planning room - continuous Demanding Level Misbehaviours (over One Semester) students will receive an In-School Suspension for three days. Further planning rooms will result in a four day in-school suspension followed by a five day in-school suspension.

An In-School Suspension requires the student to report to the school Administration upon arrival to school and remain there until the commencement of the school day. This process is continued for the duration of the morning tea and lunch breaks. Any student who is completing an In-School suspension is prohibited from attending any external school activity (eg. Excursions, camps, interschool sport) that takes place during the suspension period. Other consequences may include removal from leadership positions.

**Level Five - Very High Misbehaviour – Formal process (Out of school suspension)**

**Suspension 1-5 Days**

Any planning room received after the completion of a five day In-school suspension will result in an Out-of-School suspension.

A student may be suspended for up to 5 days for disobedience, misconduct, or other conduct that is prejudicial to the good order and management of the school.

Where other school personnel and/or children’s safety has been jeopardised, an invasion of an individual’s personal rights has occurred or a serious breach of conduct has occurred, the school’s administration team has the right to suspend and/or exclude children from the school. Suspension or exclusion can occur in the following forms:

**Level Six – Extreme Level of Misbehaviour – Formal process (Out of school suspension 6 – 20 Days)**

A student may be suspended for longer than 5 school days, but no more than 20 school days if the principal is satisfied that the behaviour is so serious that it warrants a suspension of longer than 5 days. The Principal must co-ordinate an alternate education program for the suspended student.

A student who has been suspended must attend a re-entry interview with parents / caregivers, in which an official individual support plan will be devised.

If the Administrator assesses that the student is not prepared to conform to school rules then a further suspension may be applied until the student is willing to cooperate and can ensure the Administrator that he or she is prepared to meet school expectations.

In the event of continued instances of suspension after intensive support intervention has occurred, then exclusion may result.

**Formal Suspension as per The Education Act.**

The Education Act (General Provisions) gives Principals authority to suspend a student for up to 20 school days and to suspend with a recommendation to exclude. He/she will then state the reason for his/her actions.
**Grounds for Suspension**

Suspensions at Pimpama State School will be considered for

- disobedience;
- misconduct;
- conduct prejudicial to the good order and management of the school;
- persistent and wilful disobedience;
- violent behaviour;
- verbal harassment of staff or students;
- failure to comply with Individual Responsible Behaviour Plan;
- failure to follow re-entry plan
- persistent bullying
- vandalism
- theft
- threatening students and/or staff;
- verbal misconduct
- grossly immoral behaviour
- bringing contraband to school including cigarettes, drugs or weapons;
- use of harmful substances at school
- failure to follow a program of instruction.

Plus other circumstances that threaten the good order and management of the school as determined by the Principal

- Refer to Appendix 13 for Suspension Guidelines and Standardised Coding.

**Level Seven – Extreme level of misbehaviour – Formal process (Exclusion)**

The Executive Director, Schools shall consider expeditiously the circumstances of a case of exclusion and may order the exclusion of a student:

- for a period determined by him/her or
- permanently – whether he/she is satisfied that the student is guilty of disobedience, misconduct or other conduct prejudicial to the good order and discipline of the State Educational Institution.

Recommendations for exclusion at Pimpama State School will be considered for:

- Endangers or places at risk the present and /or future safety of students
- Endangers or places at risk the present and /or future safety and welfare of staff
- persistent and wilful disobedience;
- persistent verbal harassment of staff or students;
- persistent insolence;
- persistent unwillingness to participate in a program of instruction;
- extremely aggressive and violent behaviour
- possessing drugs at school
- selling drugs at school
- Continues to be intractable and other sanctions have proven ineffective
- Is of a seriousness that a suspension is inadequate

Plus other circumstances that threaten the good order and management of the school as determined by the Principal.
Re-entry plans

It is a condition of re-entry after a school suspension that students and their parents attend a re-entry meeting with the School Administration. At this meeting a plan is determined so the student can successfully return to school. Some common strategies include:

- partial return to school (for part of the day for a period)
- formulation of an Individual Responsible Behaviour Plan
- establishment of a restricted play area for the student
- first out / last in policy (student is first out at lunch breaks and the last to return to class after a brief visit to the office for checking in)
- an alternate playtime plan
- alternate classroom sessions with other classes for a period of time
- time in the Planning Room

*It is to be noted that the phases and steps outlined are not necessarily sequential and that steps can be, and will be, missed as deemed appropriate by the Principal. Immediate suspension can be invoked if the conduct of the student concerned is deemed to warrant such action.*

The network of student support

Pimpama State School is able to access support both within the Department of Education and the Arts and through the community. An outline of some of these include:

<table>
<thead>
<tr>
<th>School Based Services</th>
<th>District and other EQ services</th>
<th>Community Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Officer</td>
<td>Behaviour Advisory Teacher</td>
<td>Department of Child Safety</td>
</tr>
<tr>
<td>Parents</td>
<td>AVT-ASD</td>
<td>St Vincent De Paul Communities Program</td>
</tr>
<tr>
<td>Teachers</td>
<td>District Behaviour Advisory Services</td>
<td>Juvenile Aid Bureau</td>
</tr>
<tr>
<td>Head of Curriculum</td>
<td>Senior Guidance Officer</td>
<td>Qld Health Services (Nurse)</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Access to Behaviour</td>
<td>Disability Services Qld</td>
</tr>
<tr>
<td>Administration</td>
<td>Management Funding</td>
<td>Child Youth Mental Health Services</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Alternative Schooling Provisions</td>
<td>Police</td>
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<td></td>
<td>RAPT Program</td>
<td>Local Council</td>
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<td></td>
<td>Disabilities services</td>
<td>Queensland</td>
</tr>
<tr>
<td></td>
<td>Queensland</td>
<td></td>
</tr>
</tbody>
</table>

The Student Support Services Committee provides support to students who require more targeted or intensive support. The Committee consists of the school Guidance Officer, the Principal, Head of Curriculum, TAEA services, Learning Support Teachers, Classroom Teachers and Advisory Visiting Teachers.

Consideration of individual circumstances

Pimpama State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.
Related legislation

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- SMS-PR-019: Mature Age Students
- SMS-PR-017: Enforcement of Compulsory Education Provisions
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-031: Flexible Arrangements
- SCM-PR-005: School Security
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- HLS-PR-012: Curriculum Activity Risk Management
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- CRP-PR-005: Drug Education and Intervention in Schools
- HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions
- CMR-PR-001: Complaints Management
- LGS-PR-002: Freedom of Information
- SMS-PR-001: Publishing Student and Staff Information on School Web Sites
- IFM-PR-004: Managing Electronic Identities
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SMS-PR-024: Internet - Student Usage
- SDV-PR-001: Employee Professional Development
- The Code of Conduct
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- Pimpama State School Anti - Bullying Policy
- Pimpama State School Partnership Agreement- Signatory Page
- Pimpama State School Values Program
- Pimpama School Uniform Policy
- Bullying. No Way!
- School wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal ___________________________ P&C President or ___________________________ Regional Executive Director or ___________________________
APPENDICES

1A. Procedures for Bullying
1B. Anti-Bullying Policy High 5
2. Criteria for and example of Classroom Management Plan
3. Example letter to parents
4A. Playground / Bus Duty Management Plan
4B. Playground Supervision
5A. School Rules
5B. School Rules and Planning Room Codes for Recordable Behaviour Incidents
6. Multiple Planning Rooms
7. Planning Room Referral Form and Planning Sheet
8. Notification of Time in Planning Room
11. Behaviour Contract
12. Managing Children’s Behaviours
13. Suspension Guidelines
14. The Use of Personal Technology Devices
15. School Dress Code
16. Pimpama SS Behaviour Adjustments Individual Students
Appendix 1A

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

**Purpose**

1. Pimpama State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Pimpama State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Pimpama state school include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Pimpama state school there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

**Rationale**

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Pimpama state school are an addition to our already research-validated schoolwide positive behaviour support processes. This means
that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 7 Values (school rules) and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the “HIGH 5” process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Pimpama State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Pimpama state School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Anti-Bullying Policy – The High 5

The High 5 anti-bullying strategy is a school wide positive support program. This is a process for children to use when they come across a bully. This strategy is now well and truly embedded in the culture of Pimpama State School and all are encouraged to use to assist children deal with bullying situations.

If you meet a bully at school, use the High 5 and stay cool!

1. Ignore
2. Walk Away
3. Talk Friendly
4. Talk Firmly
5. Report or Tell
Criteria for designing classroom management plans

Each teacher must negotiate a classroom management plan with their students. This plan will include:

- clear observable behavioural expectations
- up to 4 or 5 rules framed in a positive manner (e.g. I will always raise my hand before answering a question)
- a set of positive consequences
- a set of negative consequences which progress from the least intrusive to the most intrusive and are not physically or psychologically harmful
- the first step must be a warning
- a severe clause must be included
- plans are to be discussed with the Principal and approved
- a copy of the plan must be sent home to every parent to discuss with their child and to seek their agreement
- all rules, consequences and rewards are to be discussed and understood by the students, via class discussions regarding rules, modelling behaviours, role playing and displaying rules in written form.

Consequences

Positive Consequences are negotiated and could come from the list of positive reinforcers outlined previously, e.g., popcorn party, sausage sizzle, stamps, stickers, free time.

Negative Consequences are to range from the least to most severe.

- e.g. 1st time: Name recorded = warning
- 2nd time: One X against name = 5 minutes time-out in classroom
- 3rd time: XX against name = 10 minutes time-out in classroom
- 4th time: XXX against name = 10 minutes in another classroom with work to complete
- 5th time: XXXX against name = 20 minutes in another classroom with work and 10 minutes detention at lunch. Complete detention slip. Repeat offence at this level - request interview with parent

Severe Disruptions

These are very serious behaviours which will result in the child being sent to Administration, a note is written to parents informing of Behaviour.

Repeat offence - request interview with parent.
Appendix 3

Example letter to Parents

Dear Parents/Guardians

It is with pleasure that we welcome your child to our class for this year. We can look forward to a very exciting and rewarding time. In order to provide our students with the excellent educational climate they deserve, we have developed the following Classroom Discipline Plan that will be in effect at all times.

The most important feature of the plan is that appropriate behaviours are acknowledged. This may be verbal praise, a sticker or a favoured activity, but good behaviour will be recognised.

RULES:
1. Follow directions the first time.
2. Stay in your seat, unless otherwise told.
3. Raise your hand to say something.
4. Keep hands, feet and objects to yourself.
5. Be organised with equipment - pencils, colours, scissors, glue, homework.
6. When working in pairs or groups, whisper.

CONSEQUENCES
If a student chooses to break a rule, then the following consequences will apply:

1st Warning Name recorded
2nd One cross 5 minutes time out
3rd Two crosses 15 minutes time out
4th Three crosses Different room for 20 minutes with work to be completed
5th Four crosses Note to parents with Principal's approval
6th Five crosses Parents called.

SEVERE CLAUSE: Sent to Principal’s office and parents/guardians contacted.

REWARDS: Children who behave appropriately will be positively rewarded in the following ways:

Free Time
Certificates
Video
Games
Student(s) of the Week
Extra Sport
Stickers
Party (eg Popcorn Party / Picnic)
It is in your child’s best interests that we work together with regard to his or her education. We will thus keep you informed about your child’s progress in our class. We have already discussed this plan with your child, but would appreciate it if you would review it with him or her before signing and returning the form below.

Thank you for your support.

Sincerely,

Teachers’ Names

I have read your Classroom Discipline Plan and discussed it with my child.

Parents/Guardian’s Signature______________________

Child’s Name ______________________

Date____________________

Comments:_______________________________________________________
Playground / Bus Duty Management Plan

Playground

The playground duty management plan has been developed for the whole school and will be employed by all supervisors on playground.

Teachers and teacher aides will use their discretion when deciding upon appropriate consequences. For example, if a child littered it may be more appropriate to have them clean-up for five minutes rather than sit out. Informal Low Level Misbehaviour strategies in the playground as well as in the classroom will be used. Both positive and negative behaviours will be recorded on the appropriate slips found in the duty folder. All incidents are recorded in One School.

It is imperative that when supervisors are on duty that they look for students exhibiting positive behaviours and reward them appropriately. Positive reinforcers as outlined previously will be utilised. These concrete rewards will assist in developing a harmonious and positive atmosphere in the playground. Supervisors will use a waist bag or similar to carry rewards, pens, and the duty folder, but must remember to return the duty folder and waist bag to the staffroom at the completion of their duty for pick up by the next duty supervisor.

Buses

When completing bus duty both supervisors will be required at the front gate and the playground area at the front of the school.

Bus Line Procedures

- Move to shelter at the front of the school on the first bell. (Promptness is important.)
- Settle students and proceed to bus when it arrives.
- Remind students to have bus pass ready.
- Ensure all students are sitting and reasonably quiet before leaving bus.
- On some buses the students may need to sit three to a seat.

Refer to Playground/Bus Duty Supervision Sheet for specific instructions and consequences.
Pimpama State School

PLAYGROUND

SUPERVISION

Guidelines for Duty

Supervisors are required to be on time for duty.

The starting times are:
- Before school (All staff) 08:15am
- Eating duty morning tea 11:00am
- Second duty morning tea 11:10am
- Eating duty big lunch 01:15pm
- Second duty big lunch 01:25pm
- Bus duty 02:55pm
Eating Duty

For teachers on the first 10 minutes of duty for little lunch and big lunch it is your responsibility to make sure the area is clean and tidy before the children go and play. If the area is not tidy, children must stay until the area is at the same if not better standard than when they arrived for the lunch break. Children are to remain seated throughout the 10 minute eating time.

Playground Duty

1. **Hats** – Make sure that the children are not playing without hats on. If they do not have a hat they must sit in an undercover area or outside their classroom area.

2. **Playground folders** – Supervisors must have the designated playground folder with them whilst completing duty.

3. **Equipment** – Children cannot use equipment such as cricket or softballs unless they are training for a sports team and their coach must be present at the time.

4. **Play areas** – All games involving large balls must be on oval or Prep - 1 areas only (away from the buildings with balls)

5. **Responsibility** – Supervisors must remain vigilant at all times and ensure all children are off playground equipment prior to concluding duty.

6. **Games** – Before school (from 8:30 onwards):
   - Students are allowed to play handball or skipping (with skipping ropes)
   - Adventure playground areas may not be accessed

7. **Adventure playgrounds**:
   - Sliding down slides, on bottom, only
   - No ‘tiggy’ / chase games on or around adventure playgrounds
   - Children misusing equipment to be withdrawn from area immediately (no warnings)
   - Children to traverse equipment bars’ in the same direction such as ‘monkey bars’
Other

If sending a child to the sick bay they must be given a **sick note**. If there is a badly injured student stay with them and send another child to the office with the ‘Red Emergency Card’ in the folder.

Distribute ‘**Gotcha cards**’ to students behaving appropriately.

**Supervisors are expected to wear a hat whilst on duty.** This not only protects from the sun but also leads by example.

Supervisors need to be familiar with School Rules and related consequences. Strategies for minor misbehaviour may include:

- **Ask three questions:**
  1. What did you do that was wrong?
  2. Why did you do it?
  3. What will you do from now on?
- Shadow: Stay within two metres of the supervisor for the rest of the duty.
- Time out: Have a student sit down quietly for a set period of time before returning to game.

**Bus line procedure**

Please follow the procedures outlined below.

- Move to bus line location on first bell.
- Settle students and mark the register
- Get the students ready to move when the bus arrives.
- If bus is not there, wait at next to the gate until it arrives.
- Move line to bus, reminding students to have bus pass ready.
- Ensure all students are sitting and reasonably quiet before leaving bus.
- On some buses the students may need to sit three to a seat.
- Wait until bus leaves.
The following is a list of rules relating to each of the Core Values and a recommended level of consequences should the rule be broken. The level indicates the severity of the breach if the rule is broken by a child. Repetitive, inappropriate behaviours will result in a higher level of consequence than that which is listed.

**Pride**
- Covered shoes appropriate for school activity must be worn at all times. (Level 1)
- Children are expected to correctly wear the approved school uniform as supported by the Parent body. (Level 1)
- Children only wear one set of stud or small sleeper earrings and do not bring items such as arm bands necklaces, rings, bracelets, bangles or wear nail polish to school. (Level 2)
- Accessories to the uniform, such as hair bands, should be conservative and blue or white in colour. (Level 1)
- Children refrain from having visible tattoos or writing on their bodies. (Level 1)
- Children are not to attend school with coloured dye in hair. (Level 2)
- Refrain from spitting. (up to Level 3)
- Litter is placed in bins provided. (up to Level 2)

**Integrity**
- Children are courteous to each other and those placed in charge of them. (up to Level 3)
- Appropriate language is used at all times. (up to Level 5)
- Students are not to possess, distribute or use illegal drugs on the school site. (Level 7)
- Drugs, such as cigarettes and alcohol, are to be kept away from the school property. (up to Level 6)
- Children show care for wildlife and environment. (up to Level 3)

**Manners**
- Children follow instructions the first time they are given. (up to Level 5)
- Refrain from spitting. (up to Level 3)
- Children are to use appropriate language and body language to all adults. (up to Level 5)
- Children are to treat all staff and visitors to the school in a respectful manner. (up to Level 5)
- Children use only their own property unless they have permission to do otherwise. (Level 1).
- Children enter classrooms only when a teacher is present. (up to Level 3).

**Partnerships**
- Children with mobile phones must hand in phones to the office or class teacher on arrival to school and retrieve on departure from school. (up to Level 2)
- Children use toilets properly and do not play in or near the toilets. (Level 3)
- Children only climb on playground equipment designed for that purpose. (Level 2)
- Children use all furniture and fittings in a safe manner. (up to Level 3)
- Children refrain from throwing any object that may injure others. (up to Level 5)
- Children do not bring weapons to school (including toy weapons) - confiscation of item, to be retrieved by parents or police from Admin. (up to Level 7)
- Students do not bring dangerous substances to school. (up to Level 7)
- Children behave in a manner that does not injure another person or wildlife. (up to Level 7)
- Children remain in supervised areas until given permission to leave e.g. Eating Areas (Level 1)
- Children do not take the property of others. (up to Level 5).
- Children do not wilfully damage the property of others or the school. (up to Level 7)

**Acceptance**
- Children only eat in correct eating areas. (up to Level 2)
- Children do not play rough games such as Red Rover, Bedlam, Bull Rush, Gladiators, Piggy backing and Karate. (Level 2)
Hats are worn before school, at lunch breaks and at PE lessons. (up to Level 2)
Children do not go into out of bounds areas. (up to Level 3)
Children show respect for others at all times.
Children walk on all concrete and paved areas. (up to Level 2)
Children act responsibly at all times. (up to Level 6)
Children remain in the school grounds for the duration of the school day. Once inside the grounds, children ask permission to leave the grounds at any time. (up to Level 3)
Children obey all school rules and accept consequences of personal decisions and choices of behaviour.

**Morality**
- Children move in an orderly fashion to enter and exit school buses. (up to Level 3)
- Children wait quietly and respectfully for the school bus in the correct designated area. (up to Level 3)
- Refrain from teasing, harassing and bullying others. (up to Level 5)
- Students keep hands and feet and objects to themselves. (up to Level 5)
- Children sit down on bus seat prior to the bus departing (Level 1)
- Children do not bring weapons to school (including toy weapons) - confiscation of item, to be retrieved by parents or police from Admin. (up to Level 7)
- Students do not bring dangerous substances to school. (up to Level 7)

**Accountability**
- Children do not ride bicycles inside the grounds. They store cycles in the racks provided. (Level 1)
- Cyclists wear a helmet in accordance with state legislation. (Level 1)
- All skateboards, motorised scooters, skates or similar to remain outside the school grounds. (Level 1)
- Children only climb on playground equipment designed for that purpose. (Level 2)
- Children use all furniture and fittings in a safe manner. (up to Level 3)
- Children refrain from throwing any object that may injure others. (up to Level 5)
## School Rules and Planning Room Codes for Recordable Behaviour Incidents

| OneSchool Code | Overview of School Rules that, if broken, are Recordable Behaviours and must be referred to either the Planning Room or The Principal as a Recordable Behaviour Incident. Teachers are to complete a "Recordable Behaviour Incident Referral"
|---|---

### Pride
| Pride 1 | Refrain from spitting (up to level 3)

### Integrity
| Integrity 1 | Children are courteous to each other and those placed in charge of them (up to level 3)
| Integrity 2 | Appropriate Language is used at all times (up to level 5)
| Integrity 3 | Students are not to possess, distribute or use illegal drugs on the school site (level 7)
| Integrity 4 | Drugs, such as cigarettes and alcohol, are to be kept away from the school property (up to Level 6)
| Integrity 5 | Children show care for wildlife and environment (up to level 3)

### Manners
| Manners 1 | Children follow instructions the first time they are given (up to level 5)
| Manners 2 | Refrain from spitting (up to level 3)
| Manners 3 | Children are to use appropriate language and body language to all adults (up to level 5)
| Manners 4 | Children are to treat all staff and visitors to the school in a respectful manner (up to level 5)
| Manners 5 | Children enter a classroom only when a teacher is present (up to level 3)

### Partnerships
| Partnerships 1 | Children use toilets properly and do not play in or near the toilets (level 3)
| Partnerships 2 | Children use all furniture and fittings in a safe manner (up to level 3)
| Partnerships 3 | Children refrain from throwing any object that may injure others (up to level 5)
| Partnerships 4 | Children to not bring weapons to school (including toy weapons) – confiscation of items to be retrieved by parents or police from Admin (up to level 7)
| Partnerships 5 | Children do not bring dangerous substances to school (up to level 7)
| Partnerships 6 | Children behave in a manner that does not injure another person or wildlife (up to level 7)
| Partnerships 7 | Children do not take the property of others
| Partnerships 8 | Children do not wilfully damage the property of others or the school (up to level 7)

### Acceptance
| Acceptance 1 | Children do not go into out of bounds areas (up to level 3)
| Acceptance 2 | Children show respect for others at all times (up to level 7)
| Acceptance 3 | Children act responsibly at all times (up to level 6)
| Acceptance 4 | Children remain in the school grounds for the duration of the school day. Once inside the grounds, children ask permission to leave the grounds at any time (up to level 3)
| Acceptance 5 | Children obey all school rules and accept consequences of personal decisions and choices of behaviour (up to level 7)

### Morality
| Morality 1 | Children move in an orderly fashion to enter and exit school buses (up to level 3)
| Morality 2 | Children wait quietly and respectfully for the school bus in the correct designated area (up to level 3)
| Morality 3 | Children refrain from teasing, harassing and bullying others (up to level 5)
| Morality 4 | Children keep hands and feet and objects to themselves (up to level 5)
| Morality 5 | Children do not bring weapons to school (including toy weapons) – confiscation of item, to be retrieved by parents or police from Admin (up to level 7)
| Morality 6 | Students do not bring dangerous substances to school (up to level 7)

### Accountability
| Accountability 1 | Children use all furniture and fittings in a safe manner (up to level 3)
| Accountability 2 | Children refrain from throwing any object that may injure others (up to level 5)
## Multiple Planning Rooms

### Friday Week

<table>
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<th>CLASS</th>
<th>NAME</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Total</th>
<th>Suspensions</th>
<th>Term 3</th>
<th>Term 4</th>
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<td>In</td>
<td>Out</td>
<td>Sem 1</td>
<td></td>
<td>In</td>
<td>Out</td>
<td>Sem 2</td>
<td></td>
</tr>
</tbody>
</table>

### Consequence Chart

- **5 Planning Rooms**: Three day in-school suspension
- **6 Planning Rooms**: Four day in-school suspension
- **7 Planning Rooms**: Five day in-school suspension
- **8 Planning Rooms**: Out of school suspension

---

**Date:**

**CLASS**

**NAME**

**Term 1**

**Term 2**

**Total**

**Sem 1**

**Suspensions**

**Term 3**

**Term 4**

**Total**

**Sem 2**

**Suspensions**
Pimpama State School – Recordable Behaviour Incident Referral (to be completed by referring staff member)

Date: 
Staff Member: 
Student: 
Witnesses: 

Incident Details

Incident details should include information on the observed behaviour of the student, who or what the behaviour was directed towards and action taken to de-escalate the behaviour. Please provide as much detail as possible.

Referring Staff Member please highlight the relevant codes for OneSchool Recording

<table>
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<tr>
<th>OneSchool Code</th>
<th>Incident Type</th>
<th>Category of Behaviour</th>
<th>Strategies</th>
<th>Motivation for Behaviour</th>
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<tr>
<td>Pride 1</td>
<td>Major</td>
<td>Bullying / harassment</td>
<td>Contact Parents</td>
<td>Obtain Peer Attention</td>
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<tr>
<td>Manners 1</td>
<td>Minor</td>
<td>Defiant/threats to adults</td>
<td>In School Suspension</td>
<td>Obtain Adult Attention</td>
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<tr>
<td>Partnerships 2</td>
<td>Period</td>
<td>Dress code</td>
<td>Planning Room</td>
<td>Obtain Tangible Object</td>
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<tr>
<td>Partnerships 3</td>
<td>Before School</td>
<td>IT misconduct</td>
<td>restricted Play Areas</td>
<td>Obtain Activity or Event</td>
</tr>
<tr>
<td>Acceptance 1</td>
<td>Session 1</td>
<td>Late</td>
<td>Suspension 1-5 Days</td>
<td>Escape / Avoid Activity or Event</td>
</tr>
<tr>
<td>Morality 1</td>
<td>Morning Tea Eating</td>
<td>Lying / Cheating</td>
<td>Suspension 6-20 Days</td>
<td>Escape / Avoid Instructional Task</td>
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<tr>
<td>Accountability 1</td>
<td>Morning Tea play</td>
<td>Misconduct involving object</td>
<td>Natural Consequence</td>
<td>Escape / Avoid Adult Attention</td>
</tr>
<tr>
<td>Integrity 1</td>
<td>Session Two</td>
<td>Non-compliant with routine</td>
<td>Restorative Justice</td>
<td>Escape / Avoid Peer Attention</td>
</tr>
<tr>
<td>Manners 2</td>
<td>Lunch Eating</td>
<td>Other conduct prejudicial to the good order and management of the school</td>
<td>Natural Consequence</td>
<td>Escape / Avoid Sensory Stimulation</td>
</tr>
<tr>
<td>Partnerships 4</td>
<td>Lunch Play</td>
<td>Physical misconduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceptance 2</td>
<td>Session 3</td>
<td>Possessing prohibited items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morality 2</td>
<td>After School</td>
<td>Prohibited Items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity 2</td>
<td>Location</td>
<td>Property misconduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manners 3</td>
<td>Classroom</td>
<td>Refusal to participate in program of instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partnerships 5</td>
<td>Playground</td>
<td>Substance misconduct involving illicit substance</td>
<td></td>
<td></td>
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<tr>
<td>Acceptance 3</td>
<td>Specialist Lesson</td>
<td>Substance misconduct involving tobacco or other legal substances</td>
<td></td>
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<tr>
<td>Morality 3</td>
<td></td>
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<tr>
<td>Integrity 3</td>
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<tr>
<td>Manners 4</td>
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<tr>
<td>Partnerships 6</td>
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<tr>
<td>Acceptance 4</td>
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<td>Morality 4</td>
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<tr>
<td>Integrity 4</td>
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<tr>
<td>Manners 5</td>
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<tr>
<td>Partnerships 7</td>
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<tr>
<td>Acceptance 5</td>
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<tr>
<td>Morality 5</td>
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<tr>
<td>Integrity 5</td>
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<tr>
<td>Partnerships 8</td>
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<tr>
<td>Acceptance 6</td>
<td></td>
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<td></td>
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<tr>
<td>Morality 6</td>
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</tr>
</tbody>
</table>

Entered onto OneSchool by ____________________________

Date ______________________
Pimpama State School Recordable Behaviour Reflection (student to complete in planning room or office)

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Class Teacher:</td>
</tr>
</tbody>
</table>

What did you do that was wrong?

____________________________________________________________________________________________

____________________________________________________________________________________________

Why was this wrong?

____________________________________________________________________________________________

____________________________________________________________________________________________

What will you do next time?

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

Student Signature:

Administrator Signature:
Dear Parent / Carer,

Our school operates effective classroom and playground discipline policies which involve setting clearly explained rules to maintain a positive learning environment. The Planning Room operates at Lunch time for children who have displayed inappropriate behaviour. Whilst children are in the Planning Room, they are required to reflect on their behaviour with the Planning Room Teacher and discuss the consequences of their choices. Further information regarding our school Responsible Behaviour Policy can be located on our school website.

Included in this notification are the details of your child’s Planning Room Referral, as well as their responses to the problem solving questions. Please discuss these with your child. If you have any queries or concerns in regard to this form, please contact the teacher who issued the Planning Room.

We thank you for your support in our endeavours to maintain a safe and supportive school environment.

________________________________________________________________________

Student’s Name____________________________________                     Class ______________________

Date given: ____________________                   Referring Staff Member: ________________________

Plan Number: (This semester) _____________

Reason/s for Planning Room referral:

This inappropriate behaviour has been discussed and the following plan outline has been formed to assist with better behaviour choices in the future:

______________________________________________________________________________

(Student signature)

(This is to verify that your child is aware of the reasons he / she is receiving a Planning Room).

Referring Teacher’s signature: ________________________________

Class Teacher’s signature: ________________________________

Administrator’s signature: ________________________________
**BEHAVIOUR CONTRACT**

PUPIL NAME: ________________  CLASS: ________________  DATE: __/__/__

STEP 2  □  STEP 3  □  STEP 4  □

What did you do that was unacceptable?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

What is acceptable?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

What is your plan to make sure that what you do is acceptable?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Your behaviour contract is for the following days and you must bring it to the office at 3:00pm each afternoon. Not bringing the contract to the office at 3:00pm will result in an extra planning room session.

MONDAY □  TUESDAY □  WEDNESDAY □  THURSDAY □  FRIDAY □

Please insert comments re behaviour for days indicated.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Parent: ____________  Teacher: ____________  Admin: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Parent: ____________  Teacher: ____________  Admin: ____________</td>
</tr>
<tr>
<td>Day 3</td>
<td>Parent: ____________  Teacher: ____________  Admin: ____________</td>
</tr>
<tr>
<td>Day 4</td>
<td>Parent: ____________  Teacher: ____________  Admin: ____________</td>
</tr>
<tr>
<td>Day 5</td>
<td>Parent: ____________  Teacher: ____________  Admin: ____________</td>
</tr>
</tbody>
</table>
Managing Children’s Behaviours

Introduction

This guide is meant to assist you deal with different behaviours you may encounter throughout your work with children. It is not meant to be the be all and end all of behaviour management. New theories in behaviour management arise as time passes by, however it is essential to remember that there are many reasons for a child’s behavioural choices and it is important to ‘get to know’ each child in your care. Remember that one of the best resources you will ever have for ideas on behaviour management is your fellow staff.

Some reasons for children’s difficult behaviours

There are a number of simple reasons why children may ‘misbehave’ in the classroom setting. What staff need to be aware of is that these are not always because of the child. Ask yourself the question “Is it something I am doing?” Eliminate yourself as a factor before looking at the child.

Areas to look for in yourself:

- **Expectations** – Are my expectations of the child too high/low? Is the behaviour actually age appropriate and my expectations inappropriate?

- **Inconsistent limits** – Are my limits consistent, realistic, easy to understand while being fair and easy to enforce? Do I regularly enforce them or do I turn a blind eye occasionally?

- **Physiological reasons** – Are the behaviours that are occurring, occur at the same times each day? What about simple reasons such as: tiredness, the routine is out, the child is feeling insecure or ill, or is simply irritable?

- **Activity imbalance** – Is the child being over stimulated and needs to be slowed down? Or under stimulated and is misbehaving to provide some excitement?

Areas to look for in the child:

- **Diet** - Is the child allergic to certain foods? Is the behaviour the same at home and if so could it be connected to diet?

- **Neurological concerns** – These must be determined upon regular observation and documentation, and then further assessment by other professionals. These may include ADD (Attention Deficit Disorder), ODD (Oppositional Deficit Disorder), OCD (Obsessive Compulsive Disorder), Autism and various other conditions.

- **Goals of misbehaviour** – These are behaviours that children express for the purpose of reaching a goal. These goals include power, attention and revenge. Another reason can be a feeling of inadequacy. Strategies for these behaviours are discussed further in this article.

Remember there is always a reason for a child’s inappropriate behaviour. Your job as a professional is to observe the behaviour, recognise why it is occurring and determine strategies to manage it, however this does not have to be done on your own.

Goal Behaviours

Power

Behaviours that may be observed:

1. power struggles/tantrums
2. controlling others
3. “No”
4. stubbornness or negativity for no apparent reason
5. bullying others
6. power games in dramatic play
Possible causes of these behaviours:
- the child may feel out of control of their life.
- moving house
- new situations or environments
- new family member or extended visitors
- changes at home or school
- death in the family
- inappropriate attention of a physical or emotional nature
- and a wide range of other possible causes

Some suggested possible solutions to manage these behaviours:
- give the child opportunities for positive power
- ask them to help care for another child
- praise altruistic behaviours and ask this child to be a role model for other children
- have firm/consistent guidelines of what type of power is acceptable
- if required compulsory reporting under the Child Protection Act
- don’t forget your colleagues for other ideas

**Attention**

Behaviours that may be observed:
- showing off/silly behaviour
- doing things out of character
- destroying property
- hurting others

Possible causes of these behaviours:
- changes at home
- busy lifestyle and not a lot of quality time with those they love
- adult focused events or environment
- death in the family
- inappropriate attention of a physical or emotional nature
- plus many other possible causes

Some suggested possible solutions to manage these behaviours:
- pay attention to the child as much as possible in a positive manner only
- acknowledge any positive behaviour no matter how small or that it may be the only positive behaviour you observe all day
- try some positive one on one time
- avoid giving attention to inappropriate behaviour unless absolutely necessary
- when you praise another child on positive behaviour ask this child’s opinion.
- if required compulsory reporting under the Child Protection Act
- don’t forget your colleagues for other ideas

**NB:** Any attention will do, the child is not concerned with whether it is positive or not!

**Revenge**

Behaviours that may be observed:
- hurting others or destroying their possessions
- not sharing emotions or possessions in spite of others
- often a very “spiteful” child who does not seem to enjoy a lot

Possible causes of these behaviours:
- changes at home
- feeling “hard done by” in certain situations/environments
- emotionally unable to grasp the justice of a situation
- inappropriate attention of a physical or emotional nature
- plus many other possible causes
Some suggested possible solutions to manage these behaviours:

- lots of positives, lots of time and attention with praise for positive behaviours
- lots of constructive experiences to enable a positive sense of self and achievement
- firm limits and boundaries in relation to physical or emotional degrading of others
- if required compulsory reporting under the Child Protection Act
- don’t forget your colleagues for other ideas

**Display of Inadequacy**
*(NB. Do not confuse this with an introverted or quiet child, each child has a different temperament)*

Behaviours that may be observed:

- socially and emotionally withdrawn
- lots of quiet tears and periods of sulking
- lack of persistence or desire to achieve
- allowing others to hurt them or destroy their possessions

Possible causes of these behaviours:

- changes at home
- being ‘run down’ by a significant other in their lives
- being bullied
- inappropriate attention of a physical or emotional nature
- plus many other possible causes

Some suggested possible solutions to manage these behaviours:

- lots of positives, lots of time and attention with praise for positive behaviours
- lots of constructive experiences to enable a positive sense of self and achievement
- provide a secure environment to nurture what self-esteem is left
- offer support at a level that is not pushy
- observe the child regularly to determine if there is need to involve other professional help
- if required compulsory reporting under the Child Protection Act
- don’t forget your colleagues for other ideas

Remember, as stated previously, this is not a be all and end all guide, there are many reasons why children choose inappropriate behaviours, you need to observe, record and talk with others before rushing in to one vein of thought. Use those around you to discuss ideas and perhaps to make separate observations, build a picture of the child as a whole and then try some strategies you think will work. Never be afraid to seek guidance from those with experience, in particular those with specific skills in dealing with behavioural issues.
Suspension Guidelines
The principal will consider ...

- the welfare of the student, teachers and other students;
- immediate suspension where the safety of staff and students is considered at risk; and (discussions with student and parents will be held as soon as possible after the student is suspended)
- that suspension must be completed in the current year.

If reasonably satisfied that grounds for suspension exist, the principal may suspend a student for ...

- not more than 5 school days; or
- 6-20 school days.

If suspension occurs, the principal will give the student a written notice stating ...

- that the student is suspended;
- the reason for the suspension; and
- the period of the suspension.

* If suspension is for more than 5 school days the notice will also state ...

- that the student may make a submission against suspension to the principal’s supervisor; and
- the way in which the submission may be made.

Alternative education program
If a student is suspended for more than 5 school days, the principal will coordinate ...

- arrangements for placing the student in an alternative education program; and
- a meeting, including parents and student to discuss an alternative education program for the student.

Outcomes from this meeting will be...

- management of the student’s suspension;
- strategies to address the student’s behaviour difficulties and learning needs; and
- strategies to assist the student’s re-entry to school.

Following formal suspension and re-entry, the student will ...

- rejoin the plan at the pre-suspension stage;
- have their subsequent behaviour plan for the next month reviewed and be further restricted consistent with sound behaviour management principles.
- attend a re-entry meeting held with parents, principal, class teacher and support staff where conditions of re-entry are clearly defined and agreed to by all parties.

Standardised Code for Recommending Suspension or Exclusion
(Taken from the departmental guidelines)

Use the following two letter codes to indicate the behaviours on which a recommendation is based. Up to four two letter codes can be used. These should be listed in order of seriousness of the behaviour and/or the importance the action played in the recommendation being reported.
### Behaviour Codes

(This is a subset of the codes listed in the departmental guidelines and are those most likely to be encountered)

<table>
<thead>
<tr>
<th>Code</th>
<th>Reason for suspension and recommendation for exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disobedient Behaviours</strong></td>
<td></td>
</tr>
<tr>
<td>DR</td>
<td>Persistent or wilful refusal to comply with instructions/rules/school policies and plans</td>
</tr>
<tr>
<td>DD</td>
<td>Disruptive behaviour in class and out of class (refusal to cooperate with behaviour management plans or programs of instruction)</td>
</tr>
<tr>
<td><strong>Antisocial Behaviours</strong></td>
<td></td>
</tr>
<tr>
<td>AS</td>
<td>Sexual harassment</td>
</tr>
<tr>
<td>AR</td>
<td>Racial harassment</td>
</tr>
<tr>
<td>AI</td>
<td>Inciting others to behave in a negative, disobedient or riotous manner</td>
</tr>
<tr>
<td><strong>Verbal Behaviours</strong></td>
<td></td>
</tr>
<tr>
<td>VH</td>
<td>Verbal harassment (use of obscene/offensive/insolent language or gestures)</td>
</tr>
<tr>
<td>VT</td>
<td>Verbal threats (abuse, intimidation, bullying)</td>
</tr>
<tr>
<td><strong>Physical Behaviours</strong></td>
<td></td>
</tr>
<tr>
<td>PH</td>
<td>Physical harassment (interference, abuse, intimidation, rough handling)</td>
</tr>
<tr>
<td>PA</td>
<td>Physical violence/assault (hitting, kicking, punching, throwing objects at others) against adults (teachers, aides, parents, visitors, etc)</td>
</tr>
<tr>
<td>PS</td>
<td>Physical violence/assault (hitting, kicking, punching, throwing objects at others) against students</td>
</tr>
<tr>
<td><strong>Dangerous / Unlawful Behaviours</strong></td>
<td></td>
</tr>
<tr>
<td>UB</td>
<td>Unlawful behaviour (theft, robbery, break and enter, hoax calls)</td>
</tr>
<tr>
<td>UD</td>
<td>Wilful damage/Vandalism</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>Other behaviour (please specify)</td>
</tr>
</tbody>
</table>
The use of Personal Technology Devices at Pimpama State School

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

**Personal Technology Devices Banned From School**

Students must not bring valuable personal technology devices like cameras, mobile phones, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

**Confiscation**

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

**Recording voice and images**

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

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

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

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

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

Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).
Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

**Text communication**

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

**Assumption of cheating**

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

**Recording Private Conversations and the Invasion of Privacy Act 1971**

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which she/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversation are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**

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

* Personal Technology Devices includes, but is not limited to, game devices (such as portable gaming devices, Tamagotchi®, laptop computers, PDA’s, Blackberry’s®, cameras and /or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

1 *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Appendix 15

SCHOOL DRESS CODE
Pimpama State School is a uniform school and a school dress code has been established in response to a growing student, parent and teacher population requesting guidelines, a position affirmed by our Parents’ and Citizens’ Association. Clear guidelines needed to be set in relation to our school uniform, those elements that are compulsory due to workplace health and safety and those that we will encourage as a school community.

In formulating this dress code, wide consultation was undertaken of all stakeholders, both through surveys and group meetings. Everyone had an opportunity to have input into this document and

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Uniform</strong></td>
<td></td>
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</tr>
<tr>
<td>Shorts / Skorts</td>
<td>Royal blue shorts</td>
<td>Royal blue skorts</td>
</tr>
<tr>
<td>Shirts</td>
<td>Checked dress shirt (unisex)</td>
<td>Checked dress shirt (unisex)</td>
</tr>
<tr>
<td></td>
<td>Royal blue and gold sport shirt (unisex)</td>
<td>Royal blue and gold sport shirt (unisex)</td>
</tr>
<tr>
<td><strong>Winter Uniform</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jumpers</td>
<td>Pimpama State School – Royal blue and gold baseball jacket</td>
<td>Pimpama State School – Royal blue and gold baseball jacket</td>
</tr>
<tr>
<td></td>
<td>Hoods are NOT permitted</td>
<td>Hoods are NOT permitted</td>
</tr>
<tr>
<td>Pants</td>
<td>Royal blue bootleg pants</td>
<td>Royal blue bootleg pants</td>
</tr>
<tr>
<td>Socks</td>
<td>White socks</td>
<td>White socks</td>
</tr>
<tr>
<td>Hats</td>
<td></td>
<td>Royal blue wide-brimmed or legionnaire hat with school emblem</td>
</tr>
<tr>
<td>Shoes</td>
<td>Covered black shoes with black laces or white shoes (sport shoes) with white laces</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multi-coloured shoes and laces are NOT permitted</td>
<td></td>
</tr>
<tr>
<td>Hair</td>
<td>Neatly presented with no coloured dye</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hair tracks, rat tails and mohawks are NOT permitted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preference towards royal blue hair ties</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Neat and tidy presentation with no visible body art (including make-up) or nail polish</td>
<td></td>
</tr>
<tr>
<td>Jewellery</td>
<td>One pair of sleepers or studs in the ears and watch only. No other jewellery acceptable</td>
<td></td>
</tr>
</tbody>
</table>

Children need to wear school uniform that is available from the school uniform shop.

As a school community we are aware that a variety of genuine cultural, medical and religious beliefs may impact upon this dress code and discussion between the Principal and caregivers of students re any situation will aim to negotiate a compromise.

We believe that by encouraging students to wear a school uniform we will promote:

(i) a supportive environment fostering a sense of belonging;
(ii) an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at school;
(iii) mutual respect among individuals at school by minimising visible evidence of economic, class or social difference.

**School Uniform**

Students are expected to wear the school uniform at all times and to be well groomed.

**Failure to wear correct uniform**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Removal of items (eg jewellery) and / or reminder of dress standards by classroom</td>
<td>Reminder of dress standards and phone call to parent / carer by classroom teacher</td>
<td>Reminder to parent / carer by phone and mail of dress code standards by Administration</td>
<td>Withdrawal to school office until appropriate dress standards are met</td>
</tr>
</tbody>
</table>

Wearing of incorrect uniform may result in child being excluded from external school activity.

Clothing with inappropriate slogans and / or insignia will not be tolerated in any circumstances. Parent / carer will be required to bring a change of clothing to school. Child will complete school work in office area until this time.