

# Pimpama State School Values & Expectations

Value	Expectation
<b>P</b> ride	<ul style="list-style-type: none"> <li>* Regularly wearing the correct school uniform</li> <li>* Neat bookwork (showing pride in your learning)</li> <li>* Always trying your hardest</li> </ul>
<b>I</b> ntegrity	<ul style="list-style-type: none"> <li>* Doing the right thing (honesty, fairness, trustworthy)</li> </ul>
<b>M</b> anners	<ul style="list-style-type: none"> <li>* Regularly using very good manners at school</li> </ul>
<b>P</b> artnerships	<ul style="list-style-type: none"> <li>* Appropriate playground behaviour</li> <li>* Always following staff instructions</li> </ul>
<b>A</b> cceptance	<ul style="list-style-type: none"> <li>* Respecting the rights of self and others</li> </ul>
<b>M</b> orality	<ul style="list-style-type: none"> <li>* Making good choices</li> </ul>
<b>A</b> ccountability	<ul style="list-style-type: none"> <li>* Regularly attending school on time ready to learn</li> <li>* Always completing set homework on time</li> </ul>

School rules are displayed in classrooms and promote the school's safe and tolerant learning environment.



## BEHAVIOUR MANAGEMENT @ PIMPAMA

- Multi-tier Award System
- Bronze/Silver/Gold Behaviour Awards
- Student of the Week Principal Awards
- Parade Smarts Awards
- Weekly Specialist Awards
- Attendance Awards
- Playground Rangers for Preps (Y6)
- Values & Social Skills Programme
- Positive notes to parents
- Homework Behaviour Cards
- T1&T3 Parent Teacher Interviews
- Peer Mediation
- Verbal and non-verbal praise
- Playground Plans
- School Guidance Officer
- Chaplain

All classroom teachers have their own classroom rules and reward systems that are collaboratively decided between the teacher and the students.



For any other information or to receive a complete copy of the **Responsible Behaviour Plan**, please contact the school and ask for the Principal.

If you require an appointment please contact the office staff and they can arrange a suitable time for an interview.

Contact can be made by; **Phone: 5549 4333**  
or

**Email: [office@pimpamass.eq.edu.au](mailto:office@pimpamass.eq.edu.au)**



**Pimpama  
State School**  
Independent Public School

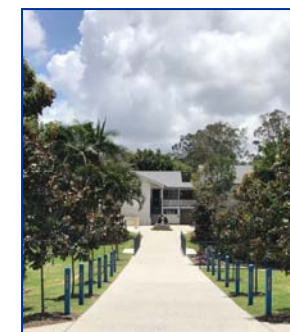
## Responsible Behaviour Plan

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.

Our vision is the pursuit of excellence and quality education in a positive and supportive atmosphere.

We aim to provide a happy and safe environment where everyone is encouraged to take responsibility for their own behaviour.

Our school community has identified the following 7 values to underpin our key beliefs.



**P**ride  
**I**ntegrity  
**M**anners  
**P**artnerships  
**A**cceptance  
**M**orality  
**A**ccountability

## THE CODE OF SCHOOL BEHAVIOUR

At **Pimpama State School** we are committed to following Education Queensland's *Code of School Behaviour*.

The code defines the responsibilities that all members of the school community are expected to uphold. It also recognises the significance of appropriate and meaningful relationships.

All members of school community are to abide by the *Code of School Behaviour* in accordance with the following standards.

### All members of school communities are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others.

### Students are expected to:

- Participate actively in the school's education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority.

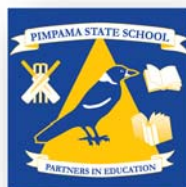
### Parents / Carers are expected to:

- 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.
- Initiate and maintain constructive communication and relationships with school staff regarding their child's wellbeing and behavior.

Contribute positively to behavior support plans that concerns their child.

### Schools are expected to:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents / carers
- Promote the skills of responsible self management.



## Targeted Behaviour Support Strategies

<b>Positive Reinforcement</b>	Reinforcement is provided in relation to specifically identified positive behaviours. Positive reinforcements such as behaviour charts, body language, proximity reinforcement and awards are all examples of possible specific behaviour reinforcers.
<b>Curriculum Adjustment</b>	If determined by staff appropriate adjustments may be made to curriculum related areas. These adjustments may include less curriculum work, an ICP working with a peer or older student.
<b>Communication with Parents/ Carers</b>	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.
<b>Direct Additional Support</b>	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.
<b>Special Jobs/ Responsibilities</b>	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 tasks; school tasks (putting up the flags).

## Consequences for Unacceptable Behaviour

<b>Level 1:</b>	<b>Low Level Behaviour</b> Redirection, rule reminder, confiscation of item .
<b>Level 2:</b>	<b>Low Level Behaviour</b> (Continuation of behaviour) Time out. School service under teacher supervision, withdrawal from class, etc.
<b>Level 3:</b>	<b>Demanding Level Misbehaviour</b> Formal Process (Planning Room)
<b>Level 4:</b>	<b>High Level Misbehaviour</b> Formal Process (5-7 Planning Rooms)
<b>Level 5:</b>	<b>Very High Level Misbehaviour</b> Formal Process (Suspension 1-5 Days)
<b>Level 6:</b>	<b>Extreme Level of Misbehaviour</b> Formal Process (Suspension 6-20 Days)
<b>Level 7:</b>	<b>Extreme Level of Misbehaviour</b> Proposal to Exclude

*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.*

## PLANNING ROOM AND SUPERVISED PLAY

Unfortunately, at times some students have difficulty controlling their behaviours and actions. If this occurs, the teacher fills out a blue Planning Room Referral Form. The student is responsible to attend the Planning Room during the following lunchtime.

While in the Planning Room, the student completes a plan to an appropriate standard deemed by the Planning Room Supervisor. The Supervisor completes the parent notification letter, which is signed by the student and the referring supervisor. The letter is stapled to the completed plan and filed. A copy of the Planning Room Letter is emailed to parent/s.

The school also reserves the right to remove students from activities such as interschool sport or school excursions, if there are concerns with an individual's behaviour and the safety of other students.

