



Pimpama State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024



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Purpose

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

Pimpama State School 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 Student Code of Conduct informs parents/carers, 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/carers 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 State School 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 our Pedagogical Framework.

Whole School Approach to Discipline

Pimpama State School uses a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

At Pimpama State School we believe that all members of our school community (students, staff, parents/carers, 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.

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/carers, 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.

Whole School Expectations

At Pimpama State School our vision is the pursuit of excellence and quality education in a positive and supportive atmosphere. 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.

Student Expectations

School Rules:

Pimpama's 6 Kinds of Best

1. **Be KIND to yourself (Respect yourself)**
2. **Be KIND to others (Respect others)**
3. **Be KIND to the environment (Value the environment)**
4. **Be the Learning KIND (Seek knowledge)**
5. **Be the achieving KIND (Achieve your potential)**
6. **Be the community KIND (Contribute positively to society)**

Our school values and the expectations are highlighted in the table below. Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same expectations as in place for students.

All classes adopt a differentiated approach to classroom management plans. Class rules are co-constructed with the students and communicated with parents/carers at the commencement of each year.

Value	Expectations
Pride	<ul style="list-style-type: none"> Be proud of self, others & school environment Regularly wearing the correct school uniform Neat bookwork (showing pride in your learning) Always trying your best Keeping our school tidy
Integrity	<ul style="list-style-type: none"> Doing the right thing, with or without staff supervision Being honest, fair and trustworthy
Manners	<ul style="list-style-type: none"> Regularly using very good manners Respecting self and others Using appropriate greetings
Partnerships	<ul style="list-style-type: none"> Appropriate playground behaviour, before, during and after school in designated areas Always following staff instructions Walking around the school Lining up in two straight lines
Acceptance	<ul style="list-style-type: none"> Respecting the rights of self and others Accepting that all people are different and unique Accepting consequences of behaviour choices
Morality	<ul style="list-style-type: none"> Making good choices Displaying high moral standards
Accountability	<ul style="list-style-type: none"> Regularly attending school, on time, ready to learn Always completing set homework on time Always following school rules Accounting for own behaviour

To access this document separately refer to Appendix 4

Criteria for designing classroom management plans

Each teacher negotiates a classroom management plan with their students. At the beginning of the school year, teachers will use the 10 Essential Skills to manage student behaviour. (Appendix)

This plan will include:

- clear observable behavioural expectations
- 6 Kinds of Best rules
- 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

Prior to implementation of the plan:

- they should be discussed with the Principal and approved
- 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 during the discussion phase of the plans.

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

- e.g.
- Step 1: Warning
 - Step 2: 2nd Warning
 - Step 3: Time out in classroom
 - Step 4: Time out in buddy classroom (with work to complete)
 - Step 5: Planning Room / Administration

Severe Disruptions

These are very serious behaviours which will result in the child being sent to Administration, parents/carers are notified of this behaviour via email or a phone call.

Repeat offence - request interview with parent.

All consequences within the classroom management plan are a guide and individual circumstances will be considered.

To access this document separately refer to Appendix 1.

Playground Duties

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

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. 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 reinforcements will be utilised. These concrete rewards will assist in developing a harmonious and positive atmosphere in the playground.

Supervisors are required to be on time for duty.

The starting times are:

✚ Before school (Designated Staff)	08:00am
✚ Eating duty morning tea	10:30am
✚ Second duty morning tea	10:40am
✚ Eating duty lunch	01:00pm
✚ Second duty lunch	01:10pm
✚ After school duty	02:35pm

Eating Duty: For teachers on the first 10 minutes of duty morning tea and lunch it is the duty supervisor's responsibility to make sure the area is clean and tidy before the children go and play. Children are to remain seated throughout the 10 minute eating time.

Play Duty: Supervisor Expectations

1. **Hats** – Make sure that the children are playing with a hat on. If they do not have a hat they must sit in their designated undercover area.
2. **Supervisors are expected to wear a hat whilst on duty.** This not only protects from the sun but also leads by example.
3. **Duty Vests** – Supervisors must wear their duty vest whilst completing duty. Staff must ensure their vest has all the required safety first aid items.
4. **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.
5. **Play Areas** – All games involving large balls must be on the oval or Prep - 2 area
6. **Responsibility** – Supervisors must remain vigilant at all times and ensure all children are off playground equipment prior to concluding duty. Supervisor leaves the area last.
7. **Games** – Before School (from 8:00am – 8:20am):
 - ✚ Students are allowed to play handball or skipping (with skipping ropes)
 - ✚ Prep Playground only with teacher Aide Supervision may be used 8:00am – 8:20am.
8. **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 such as 'monkey bars' in the same direction
9. **Sick/Injured Students** - 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 duty vest)
10. **Supervision** after play/lining-up

NOTE #: Supervisors need to be familiar with the school rules and related consequences.

Strategies for minor misbehaviour may include:

- Ask three questions:
 1. What did you do that was wrong?
 2. Why is that wrong?
 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.

Admin Duties After School -

Supervisors are required on duty 5 minutes prior to the last bell. Students will exit the school in an orderly manner.

Buses

Collect and supervise students at the bus line up area. Instruct students to walk single file, to the bus in an orderly manner. Settle the students on the bus. Ensure all students are sitting quietly before leaving the bus.

Parents/Carers and Staff Responsibilities

The table below explains the Pimpama expectations for parents/carers when visiting our school and the standards we commit to as staff.

PRIDE

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents/carers to leave and collect students.

INTEGRITY

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

MANNERS

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You speak respectfully with staff with regards to your child.	We will speak respectfully to you and your children.
You will make an appointment to speak to a member of the school.	We will provide time to speak to you about your concerns.
You will use appropriate verbal and non-verbal language when interacting with staff, parents/carers and students when on school grounds.	We will address incidents of verbal misconduct.

PARTNERSHIPS

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

ACCEPTANCE

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents/carers, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

MORALITY

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You will model appropriate behaviours to your child, including punctuality.	We will encourage your child to be the best they can be.
You will give staff the opportunity to investigate incidents.	We will investigate all incidents of concern and respond appropriately.
You will adhere to school rules and procedures.	We will ensure rules are clear and communicated.

ACCOUNTABILITY

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and we will contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents/carers about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents/carers.

To access this document separately refer to Appendix 5.

Consideration of Individual Circumstances

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

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

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

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

Student Support Services (SSS)

Pimpama's Student Support Services (SSS) meets on a weekly basis to discuss and respond to teacher concerns about students who have particular educational support needs.

These needs may include:

- Developmental delays/disability
- Learning difficulties
- Behavioural issues
- Health or wellbeing concerns
- Disengagement/non-attendance issues
- Communication difficulties

The teacher discusses the student's needs with the Student Support Services team who provide advice, recommendations, specialist intervention and a collaborative response to support the student to access the curriculum.

Network of Student Support

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

<i>School Based Services</i>	<i>Region and other EQ Services</i>	<i>Community Services</i>
<ul style="list-style-type: none"> ○ Guidance Officer ○ Parents/carers ○ Teachers ○ Head of Conduct ○ Head of Curriculum ○ Support Staff ○ Administration ○ Student Support Services 	<ul style="list-style-type: none"> ○ Behaviour Advisory Teacher ○ AVT-ASD ○ District Behaviour Advisory Services ○ Senior Guidance Officer ○ Access to Behaviour Management Funding ○ Alternative Schooling Provisions ○ Disabilities Services Queensland 	<ul style="list-style-type: none"> ○ Department of Child Safety ○ St Vincent De Paul Communities Program ○ Juvenile Aid Bureau ○ Qld Health Services (Nurse) ○ Disability Services Qld ○ Child Youth Mental Health Services ○ Police ○ Local Council

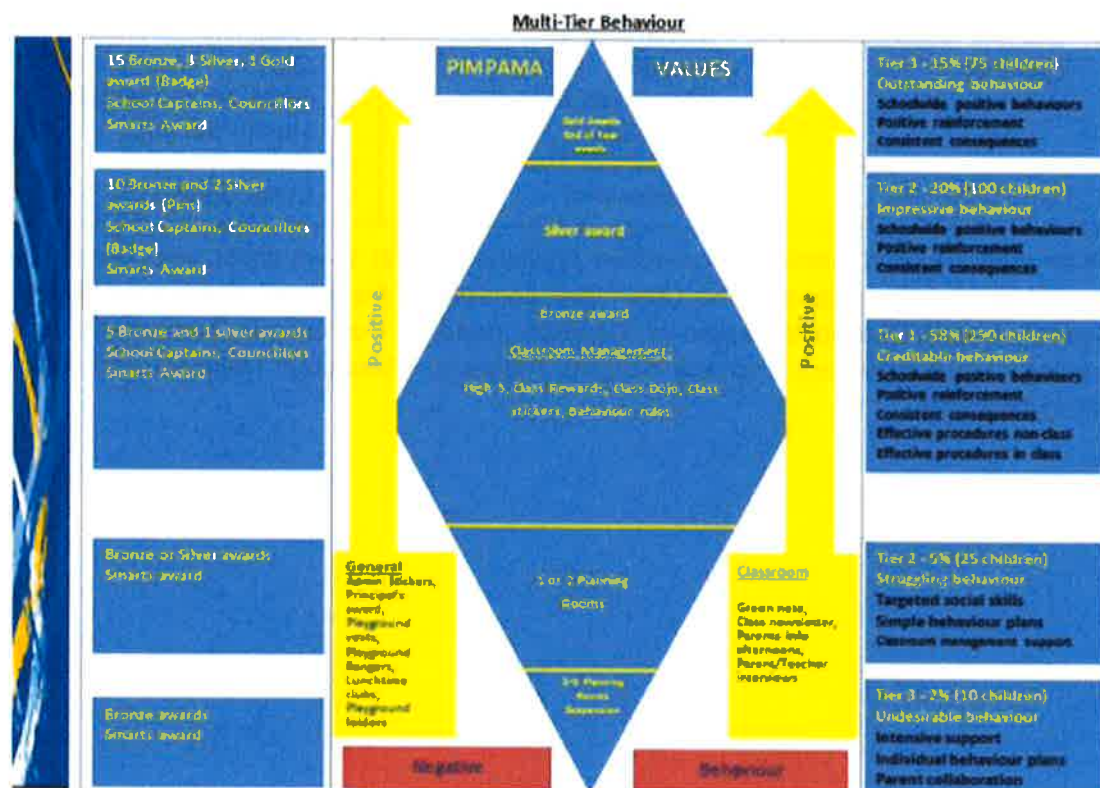
The Student Support Services Committee provides support to students who require more targeted or intensive support. The Committee consists of the school Guidance Officer, the Principal, Deputy Principal/s, Head of Conduct, Head of Curriculum, Director of Inclusive Learning (TAEA services), Learning Support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

Differentiated and Explicit Teaching

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

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

There are five main layers to behaviour differentiation, as illustrated in the Diamond of Student Conduct diagram below. This model is similar to the Diamond of Inclusivity for academic differentiation. Diamond of Student Conduct.



Tier 3 is differentiated and explicit teaching for all students, Tiers 2 & 4 are focussed teaching for identified students and Tiers 1 & 5 are intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

To access this document separately refer to Appendix 6.

At Pimpama State School, the Values Overview and Behaviour Matrix guide the whole school approach.

Behaviour Report

Name: _____ Class: _____ Term: 1/2/3/4

Pride	Integrity	Manners	Partnerships	Acceptance	Morality	Accountability
PIMPAMA VALUES	Expectation	A	B	C	D	E
Pride	Regularly wearing the correct school uniform	I wear the correct school uniform every day. I always have my school hat.	I wear the correct school uniform every day. I mostly have my hat.	I wear the correct school uniform every day. I need reminders to wear my hat.	I have been spoken to with regard to the correct school uniform. I frequently forget my hat.	I am frequently spoken to with regard to the correct school uniform. I always forget my hat.
	Neat bookwork (showing pride in your learning) Always trying your hardest	I take pride in completing my work to the best of my ability and where possible, I try to do more than what is expected in learning tasks.	My work is completed to the best of my ability. I work on finishing tasks to the standard set by the teacher.	I usually complete my work. Sometimes I get distracted and I do not finish my tasks.	Sometimes I complete my work. Often I get distracted and I do not finish my tasks. I have received consequences for this behaviour.	I rarely get my work completed. Often I get distracted and I do not finish my tasks.
	Respectful of school property	I always respect school property. I go out of my way to keep it clean & tidy.	I respect school property. I help with keeping it clean & tidy.	I usually respect school property.	I have been spoken to about respecting school property. I have received consequences for this behaviour.	I have had Planning Rooms In-school Suspensions/ Suspensions for being disrespectful of school property.
Integrity	Doing the right thing (honesty, fairness, trustworthy)	I always do the right thing and what is expected of me. I am an honest person without supervision, at all times.	I mostly do the right thing and what is expected of me. I am an honest person without supervision.	I usually do the right thing. I need reminders about school expectations and being honest.	I have been spoken to about school expectations and being honest. I have received a School Service for my behaviour.	I am continually reminded about school expectations. I frequently do not tell the truth. I have had Planning Rooms/In-school Suspensions/ Suspensions for my behaviour.
	Regularly using very good manners at school	I speak politely and use manners with staff and students at all times regardless of who is listening.	I speak politely and use manners with staff and students at all times.	I usually speak politely and use manners with staff and students.	I have spoken inappropriately to others. I have received consequences for this behaviour.	I have verbally abused others. I have been at staff or student. I have had Planning Rooms/In-school Suspensions/ Suspensions for my behaviour.
Manners	Allowing others to work and learn without distraction	I always conduct myself so that others can work and learn without distraction, even when not supervised.	I mostly conduct myself so that others can work and learn without distraction. I work best when being supervised.	I usually conduct myself so that others can work and learn without distraction when an adult is watching. When left alone I lose focus.	I need reminders to allow others to work and learn without distraction, even with supervision. I have received consequences for this behaviour.	I often lose focus, even with supervision. I distract others frequently and disrupt the learning. I have had Planning Rooms/In-school Suspensions/ Suspensions for my behaviour.
	Appropriate playground behaviour: Playing fairly & safely	I always display appropriate playground behaviour. I ensure that everyone is playing fairly.	I display appropriate playground behaviour. I play fair and safely.	I usually display appropriate playground behaviour. I sometimes need reminders about playing fair and safely.	I sometimes display inappropriate playground behaviour. I need reminders about playing fair and safely.	I frequently display inappropriate playground behaviour. I have had Planning Rooms/In-school Suspensions/ Suspensions for my behaviour.
Partnerships	Always following staff instructions	I always follow staff instructions.	I follow staff instructions.	I usually follow staff instructions.	I need reminders about following staff instructions. I have received consequences for this behaviour.	I frequently disobey staff instructions. I have had Planning Rooms/In-school Suspensions/ Suspensions for my behaviour.
	Using the High 5 strategy to assist people problems.	I always use the High 5 strategy when I am having people problems.	I mostly use the High 5 strategy when I am having people problems.	I usually try to use the High 5 strategy when I am having people problems. I need reminders to do so.	I have used my hands and feet during a problem with others. I have received consequences for this behaviour.	I have frequently used my hands and feet during a problem with others. I have had Planning Rooms/In-school Suspensions/ Suspensions for my behaviour.

PIMPAMA VALUES	Expectation	A	B	C	D	E
Acceptance	Keeping hands, feet & objects to ourselves. Respecting the rights of self and others.	I always keep my hands, feet and objects to myself. I always respect the rights of self and others.	I keep my hands, feet and objects to myself. I respect the rights of self and others.	I usually keep hands, feet and objects to myself. I usually respect the rights of self and others.	I have hurt others with my physical actions. I have received consequences for this behaviour.	I have hurt others with my physical actions more than once. I have had Planning Rooms/In-school Suspensions/ Suspensions for my behaviour.
	Being tolerant of others differences	I always accept that everyone is different. I treat everyone with respect. I have stood up for others when necessary.	I accept that everyone is different. I mostly treat others with respect.	I usually have an understanding of others' differences and show respect.	I need to be reminded to respect others' differences. I have received consequences for this behaviour.	I am not accepting of others. I have had Planning Rooms/In-school Suspensions/ Suspensions for my behaviour.
Morality	Making good choices	I always make good choices with my behaviour.	I mostly make good choices with my behaviour.	I usually make good choices with my behaviour.	I need reminding about making good choices with my behaviour. I have received consequences for this behaviour.	I require continual guidance with my behaviour choices. I have had Planning Rooms/In-school Suspensions/ Suspensions for my behaviour.
	Following bus rules and behaving appropriately outside of school in uniform	I always follow the bus rules and behave appropriately outside of school whilst in uniform.	I follow the bus rules and behave appropriately outside of school whilst in uniform.	I usually follow the bus rules and usually behave appropriately whilst in school uniform outside of the school.	I need reminders about following the bus rules and my behaviour whilst in school uniform outside of the school.	I have received consequences for my behaviour on the bus and outside of school whilst in school uniform.
	Regularly attending school on time ready to learn	I have 95-100% attendance	I have 90-94% attendance	I have 85-89% attendance	My attendance is - 80%.	My attendance is - 80%.
Accountability	On time to class after break	I am always on time to class after the breaks.	I am mostly on time to class after the breaks.	I am usually on time to class after the breaks.	Sometimes I am late to class after break.	I am frequently late to class after break.
	Being honest and accountable for my behaviour	I am always honest and accountable for my behaviour.	I am mostly honest and accountable for my behaviour.	I am usually honest and accountable for my behaviour.	I am sometimes dishonest. I have received consequences for this behaviour.	I am frequently dishonest. I have had Planning Rooms for my behaviour.
	Always completing set homework on time	I always complete and hand my homework in on time.	I mostly complete and hand my homework in on time.	I usually complete and hand my homework in on time.	I require frequent reminders to complete & hand in my homework.	I rarely complete any homework activities.
Bronze, Silver, Gold Awards	Staying on task and completing work	I always work independently and complete my work on time.	I mostly work independently and complete my work on time.	I usually work independently and complete my work on time.	I have difficulty staying on task and I need reminders to complete my work.	I have difficulty staying on task and using my time wisely, even when supervised.
	Term 1	I have received a Silver Award	I have received 4 Bronze Awards	I have received 3 Bronze Awards	I have received 2 Bronze Awards	I have not received a Bronze Award.
	Term 2	I have received 1 Silver Award + 4 Bronze Awards	I have received 1 Silver Award + 2 Bronze Awards	I have received 1 Silver Award + 1 Bronze Award	I have received 1-4 Bronze Awards	I have not received a Bronze Award.
	Term 3	I have received 2 Silver Awards + 2 Bronze Awards	I have received 2 Silver Awards	I have received 1 Silver Award + 3 Bronze Awards	I have received 1-4 Bronze Awards	I have not received a Bronze Award.
School Service & Planning Rooms	Term 4	I have received a Gold Award	I have received 2 Silver Awards + 2 Bronze Awards	I have received 1 Silver Award + 2 Bronze Awards	I have received 1-4 Bronze Awards	I have not received a Bronze Award.
		I have not received a School Service or Planning Room for my behaviour.	I have not received a School Service or Planning Room for my behaviour.	I may have received a School Service or 1 Planning Room for my behaviour.	I have received School Services or Planning Rooms for my behaviour.	I have received frequent School Services or Planning Rooms for my behaviour.

Report Card Result & Comment

A	Excellent	B	Very Good	C	Satisfactory	D	Needs Attention	E	Unacceptable
(Name) has demonstrated an excellent level of behaviour and co-operation with both staff and students in all learning environments.		(Name) has demonstrated a very good level of behaviour and co-operation with both staff and students in all learning environments.		(Name) has demonstrated a satisfactory level of behaviour and co-operation with both staff and students in all learning environments.		(Name) needs to show a greater level of co-operative behaviour with both staff and students in all learning environments.		(Name)'s behaviour with staff and students both in and out of the classroom is often unacceptable.	

To access this document separately refer to Appendix 7.

Focussed Teaching

Each year a small number students at Pimpama State School are identified through our data as needing a boost of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as extreme, 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 the Head of Conduct 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:

Anti-Bullying Program	A successful anti-bullying campaign is currently in place at our school. It is accepted and acknowledged positively by all stakeholders.
Positive Reinforcement	Reinforcement is provided in relation to specifically identified positive behaviours (e.g. sitting appropriately). Positive reinforcements such as behaviour charts, body language, proximity reinforcement and awards are all examples of possible specific behaviour reinforcers.
Curriculum Adjustment	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.
Communication with Parents/carers	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.
Direct Additional Support	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.
Special Jobs/ Responsibilities	A student receiving targeted behaviour support may benefit from added responsibilities within the classroom or school. These responsibilities may include: <ul style="list-style-type: none"> ⇒ peer tutoring ⇒ working with a younger or older classmate ⇒ classroom jobs ⇒ school jobs (putting up the flags)

Intensive Teaching

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 Head of Conduct. The Head of Conduct works closely together with the Student Support Services (SSS), the class teacher and the parents/carers. 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:

- Discuss with the sector Deputy Principal.
- 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 an Individual Behaviour Support Plan by team.

A range of strategies aimed at preventing further behavioural issues will be developed. These will support the student and the teacher and guide the teacher actions if further disruptive behaviour occurs.

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

These programs include:

Group

- *Support Programs* – programs focusing on developing cooperative skills and strategies. These program are run by the Guidance Officer and Chaplain, based on group needs throughout the year. (Parents/Carers & classroom teachers provide input)

Individual

- *Individual Behaviour Plans* and intervention meetings with all stakeholders
- G.O. / Chaplain provided *Support Programs*
- *BBB Building Better Behaviour Program*
- *Individualised Playground Plans*

At all times parents/carers will be kept informed regarding 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 Contract/Plan 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:

- S.E.R. based programs
- Community based programs

Disciplinary Consequences

The following is a list of expectations relating to each of the Core Values and a recommended level of consequence should they be broken. The level indicates the severity of the breach if the expectation 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 P & C. (Level 1)
- Children refrain from having visible tattoos or writing on their bodies. (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. Religious & medical accepted. (Level 2)
- Children are not to attend school with coloured dye in hair. (Level 2)
- Hats are worn before school, at lunch breaks and at PE lessons. (up to Level 2)
- Litter is placed in bins provided. (up to Level 2)
- Refrain from spitting. (up to Level 3)
- Wilfully damaging the property of others or the school. (Level 3)
- Children use toilets properly and do not play in or near the toilets. (Level 3)

Integrity

- Children use only their own property unless they have permission to do otherwise. (Level 1).
- Children are honest at all times. (up to Level 3)
- Children show care for wildlife and environment. (up to Level 3)
- Misuse of ICT equipment and/or rules. (Level 3)
- Students are not to possess, distribute or use illegal drugs/substances on the school site. (Level 7)

Manners

- Continued disruption to class lessons (level 3)
- Children enter classrooms only when a teacher is present. (up to Level 3)
- Children follow instructions the first time they are given. (up to Level 5)
- Children are to use appropriate language and body language at all times. (up to Level 5)
- Children are to treat everyone in a respectful manner. (up to Level 5)

Partnerships

- Children remain in supervised areas until given permission to leave (Level 1)
- Children with mobile phones must sign in and hand in phones to the office on arrival to school and sign out and retrieve on departure from school. Years 5 & 6 Phone Lockers (up to Level 2)
- Children play appropriate games. (Level 2)
- Children do not take the property of others. (up to Level 5).
- Children do not bring weapons to school (including toy weapons) - confiscation of item, to be retrieved by parents/carers or police from Admin. (up to Level 7)

Acceptance

- Children show respect for others at all times. (up to Level 3)
- Children refrain from throwing any object that may injure others. (up to Level 5)
- Refrain from teasing, harassing and bullying others. (up to Level 5)
- Children keep hands and feet and objects to themselves. (up to Level 5)

Morality

- Children move in an orderly fashion to enter and exit school buses. (up to Level 3)
- Children wait quietly and move respectfully for the school bus in the correct designated area. Following all bus rules. (up to Level 3)
- Children obey all school rules and accept consequences of personal decisions and choices of behaviour. (up to Level 3)
- Children do not take the property of others. (up to Level 5)

Accountability

- Children do not ride bicycles/scooters/skateboards inside the grounds. They store cycles in the racks provided. (Level 1)
- Cyclists wear a helmet. (Level 1)
- Children only eat in correct eating areas. (up to Level 2)
- Children walk on all concrete and paved areas. (up to Level 2)
- Children do not go into out of bounds areas. (up to Level 3)
- Playgrounds are utilized at play breaks only. (Level 3)
- 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)

Consequences

Level 1 – 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, littering, etc.) which can best be dealt with informally, quickly, quietly and easily, to discourage repetition.

Level 2 – Low Level Behaviour – Informal Process (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 3 – Demanding Level Misbehaviour - Formal Process (Planning Room)

Planning Room - Formal

The Education Act (General Provisions, 2006) gives Principals and/or teachers the right to detain a student as a punishment for disobedience, misconduct and wilful 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

For misbehaviours requiring more serious consequences, the referring teacher fills out a Blue (Major) or Yellow (Minor) Incident Referral Form and notifies the Planning Room Duty Teacher. (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.) The classroom teacher is

required to notify (verbally or by email) to the parents/carers/caregivers that an incident has occurred and will be addressed the following school day.

A copy of Planning Room Notification with the subsequent plan to improve behaviour is emailed to parents/carers and uploaded to OneSchool as a behaviour incident.

Level 4 - 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 a classroom and playground withdrawal for three days. Further planning rooms will result in a four day classroom and playground withdrawal followed by a five day classroom and playground withdrawal.

A Classroom and Playground Withdrawal 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 a Classroom and Playground Withdrawal is prohibited from attending any external school activity (e.g. Excursions, camps, interschool sport) that takes place during the period. Other consequences may include removal from leadership positions.

Level 5 - Very High Misbehaviour – Formal Process (suspension 1-5 Days)

Any planning room received after the completion of a five day Classroom and Playground Withdrawal may result in a 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 have 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 6 – Extreme Level of Misbehaviour – Formal Process (suspension 6-20 days)

The Education Act (General Provisions, 2006) gives Principals authority to suspend a student for up to 20 school days and to exclude. He/she will then state the reason for his/her actions.

The grounds for suspension or exclusion are;

- Disobedience
- Misconduct (includes to and from school)
- Other behaviour prejudicial to the good order and management of the school.

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 will be asked to attend a re-entry interview with parents/carers / caregivers, in which an official individual support plan will be devised.

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

Circumstances for Suspension

Suspensions at Pimpama State School may include circumstances of:

- disobedience;
- misconduct;
- conduct prejudicial to the good order and management of the school;

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

Level 7 – Extreme Level of Misbehaviour – Proposal to Exclude

The Principal shall consider expeditiously the circumstances of a serious misdemeanour and may propose the exclusion of a student:

- for a period determined by him/her or
- permanently – where 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.

Proposals for exclusion at Pimpama State School will be considered where the circumstances:

- Endanger or place at risk the present and /or future safety of students
- Endanger or place at risk the present and /or future safety and welfare of staff

Or where there is:

- 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
- possession of drugs at school
- selling of drugs at school
- continues to be intractable and other sanctions have proven ineffective and the misdemeanour is so serious that a suspension is inadequate.

Re-Entry Plans

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

- transition program for graduated return to the classroom
- 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 alternative playtime plan - Playground Plan
- alternative 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.

Leadership Consequences & Extra Curricular Activities

Leadership: At Pimpama State School, there are a number of special privileges and positions that students can hold. These include, but are not limited to; School Captains, Playground Rangers and Excellence Badge Holders. If a child has received disciplinary consequences as outline above, these special privileges may be revoked, dependent on individual circumstances.

Extra Curricular Activities: In addition to the above, all extra-curricular activities, excursions and events will require students to demonstrate a good level of behaviour to be able to participate. Should it be deemed unsafe for the student to attend an organised activity, parents/carers will be notified and students will continue their learning with an admin member.

To access this document separately refer to Appendix 8.

Suspension Policy

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/carers 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/carers 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/carers, 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)

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

To access this document separately refer to Appendix 9.

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

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

knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State School Staff at Pimpama State School :

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

Parents/Carers of students at Pimpama State School

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

Students of Pimpama State School

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

ACCEPTABLE USE OF MOBILE PHONE POLICY

Schools can make reasonable rules about what students can and cannot bring to school. They can ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students.

The use of mobile phones, pagers, portable CD and MP3 players, Personal Digital Assistants and similar electronic devices in class is disruptive to the learning environment of other students.

At Pimpama State School the guidelines for the appropriate use of mobile phones includes the following points:

- **Hired phone lockers are available for students in years 5 & 6.**
- **Prep to Year 4 students wishing to bring a mobile phone to school must have the phone clearly named. The phone is to be signed in and left at the office, to be signed out after school.**
- Students do not need to have access to a mobile phone during school times. The office staff contact parents/carers when children are sick or injured, or if they haven't been collected after school.
- There are some times when it is genuinely appropriate and beneficial for students to have access to a mobile phone. Students may, for example, need to contact parents/carers on the way home, or to confirm or change a collection time after school.
- The policy also applies to students during school excursions, camps and extra-curricular activities.
- It is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone.
- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- It is recommended by the Education Department that disciplinary action be taken against any student who photographs or films other individuals without their consent or who sends harassing or threatening messages.
- During school hours parents/carers are welcome to phone the office and messages from parents/carers will be passed on to the students.
- During bus travel, mobile phones & devices must remain in the student's school bag.
- If a student has a mobile phone at school, in class or in the playground, the teacher will have the student immediately deliver it to the office. There it will be kept in the secure area until after school. It is the student's responsibility to collect the phone and it will only be returned after 2.35pm.
- Mobile phones are used at their owners' risk. No liability will be accepted by the school in the event of the loss, theft or damage of any device.

Mobile Phone Storage Locker Agreement – student responsibilities and expectations

- Mobile phone use on the school grounds is not permitted.
- Place your mobile phone in your locker before the start of the school day.
- Remove your mobile phone from your locker at the end of the school day.
- Locker access during the school day is not permitted.
- Use the locker to store your mobile phone only.
- Use only the mobile phone locker provided.
- Set a confidential combination code that only you and your parents/carer know.
- Keep your combination code confidential at all times, and not share your code with other students.
- Avoid losing or misplacing your combination lock. If your lock is missing, you will not be able to use the locker.
- Keep your locker neat and tidy. Do not deliberately vandalise or break the lockers.
- Students without a locker in Year 5 and Year 6 will not be permitted to bring their mobile phone to school.
- The lock must be returned in good condition at the end of the school year.

Failure to follow these responsibilities may see the school revoke your use of the mobile phone storage locker. Parents/carers will be notified by the school in this instance.

To access this document separately refer to Appendix 11.

IPAD / LAPTOP ACCEPTABLE USE AGREEMENT

Pimpama State School deems the following to be unacceptable use and behaviour by a student:

It is unacceptable for students to:

- use the IT resources in an unlawful manner;
- download, distribute or publish offensive messages or pictures;
- cyber bully, insult, harass or attack others or use obscene or abusive language;
- deliberately waste printing and Internet resources;
- damage any electronic devices, printers or the network equipment;
- commit plagiarism or violate copyright laws; (e.g. use of illegally downloaded games and music, and illegal sharing of games and music)
- use unsupervised Internet chat;
- send chain letters or Spam e-mail (junk mail);
- access 3G/4G networks on school premises (disable this feature prior to coming to school)
- knowingly download viruses or any other programs capable of breaching the Department's networks security;
- handle and use another student's device without teacher authorisation.
- be operating the iPad device before and after school without teacher permission.
- prevent teachers from actively supervising student devices through the Classroom App.

Misuse and breaches of acceptable usage:

- Students should be aware that they are held responsible for their actions while using the internet and online communication services. Students will be held responsible for any breaches caused by other person(s) knowingly using their account to access internet and online communication services.
- The school reserves the right to restrict/remove access of personally owned mobile devices to the intranet, internet, email or other network facilities to ensure the integrity and security of the network and to provide a safe working and learning environment for all network users. The misuse of personally owned mobile devices may result in disciplinary action which includes, but is not limited to, the withdrawal of access to school supplied services.

Privacy and confidentiality:

- Students must not use another student or staff member's username or password to access the school network or
- another student's device, including not trespassing in another person's files, home drive, email or accessing unauthorised network drives or systems.
- Additionally, students should not divulge personal information via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school. It is important that students do not publish or disclose the email address of a staff member or student without that person's explicit permission. Students should also not reveal personal information including names, addresses, photographs, credit card details or telephone numbers of themselves or others. They should ensure that privacy and confidentiality is always maintained.

Intellectual property and copyright:

- Students should never plagiarise information and should observe appropriate copyright clearance, including acknowledging the original author or source of any information, images, audio etc. used. It is also important that the student obtain all appropriate permissions before electronically publishing other people's works or drawings. The creator or author of any material published should always be acknowledged. Material being published on the internet or intranet must have the approval of the principal or their delegate and have appropriate copyright clearance.
- Copying of software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.

Monitoring and reporting

- Students should be aware that all use of internet and online communication services can be audited and traced to the account of the user.
- All material on the device is subject to audit by authorised school staff. If at any stage there is a police request, the school may be required to provide the authorities with access to the device and personal holdings associated with its use.

Anti-Bullying Policy

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

Purpose

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.

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.

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.

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.

At Pimpama state school there is broad agreement among students, staff and parents/carers 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

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.

Pimpama School has a set of safe and effective response to all problem behaviours, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

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 School Values and have been taught the expected behaviours attached to each '6 Kind of Best Rules' 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, walking as a class around the school, 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.

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

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.

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.

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'.

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.

To access this document separately refer to Appendix 12.

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 embedded in the culture of Pimpama State School and all are encouraged to use it, to assist children deal with bullying situations through being an Upstander.



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

1. Ignore
2. Talk Friendly
3. Talk Firmly
4. Walk Away
5. Report



To access this document separately refer to Appendix 13.

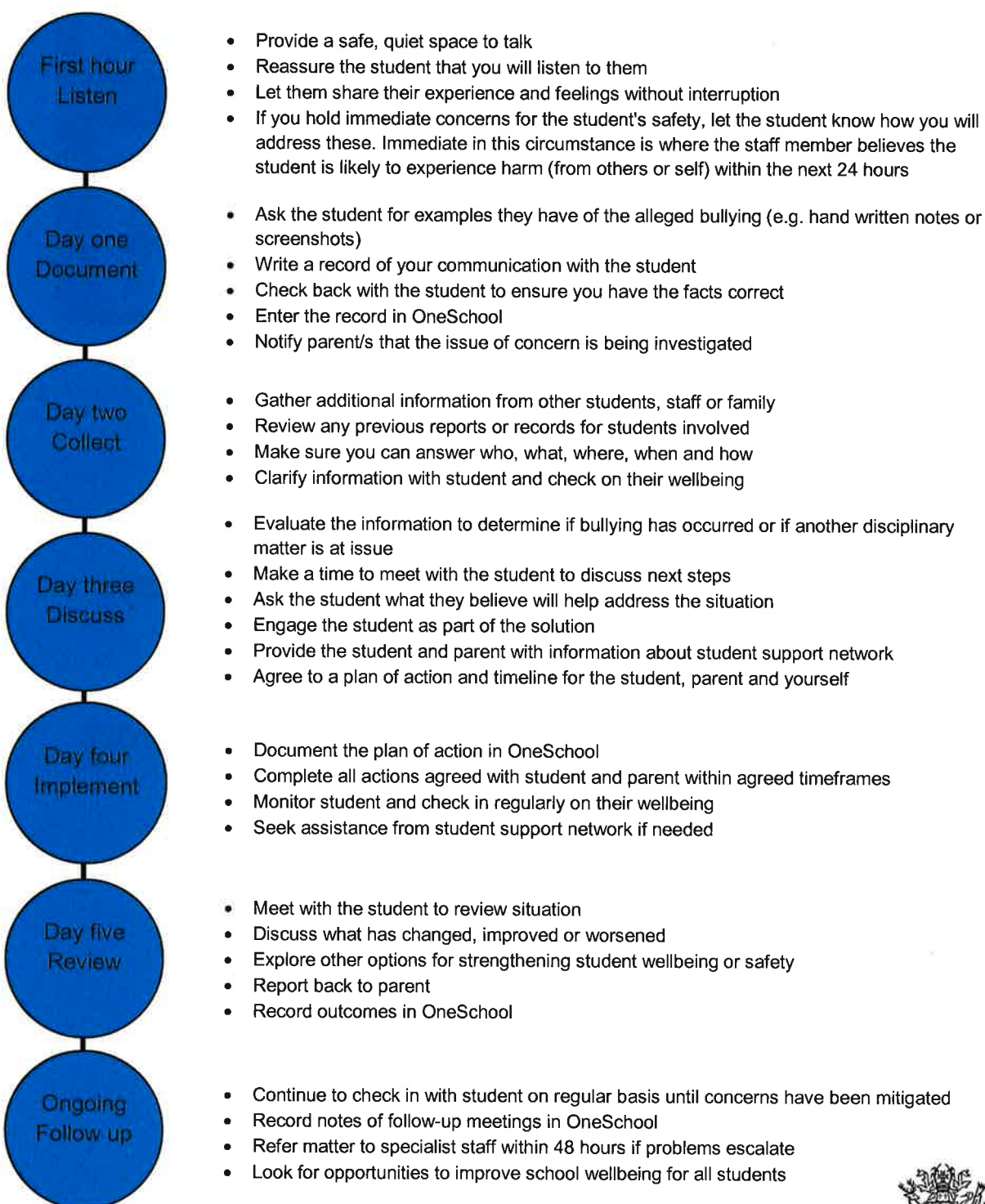
Pimpama State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher in first instance

Head of Conduct can also be notified



Appropriate Use of Social Media Policy

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

To access this document separately refer to Appendix 13.

School Dress Policy

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 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 in any situation will aim to negotiate a compromise.

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

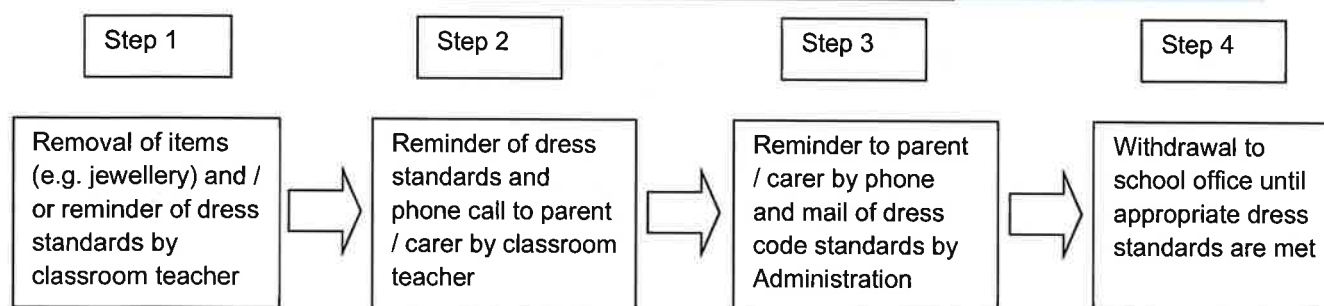
- (i) a supportive environment fostering a sense of belonging;
- (ii) an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at school;
- (iii) mutual respect among individuals at school by minimising visible evidence of economic, class or social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

School Uniform

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

EXPECTATION	BOYS	GIRLS
Summer Uniform		
Shorts / Skorts	Royal blue shorts (to be purchased at the school uniform shop)	Royal blue skorts/ Royal blue shorts (to be purchased at the school uniform shop)
Shirts	Checked dress shirt (unisex) Royal blue and gold sport shirt (unisex)	Checked dress shirt (unisex) Royal blue and gold sport shirt (unisex)
Winter Uniform		
Jacket	Pimpama State School – Navy Blue School Jacket Hoods/Beanies/Scarves are NOT permitted	Pimpama State School – Navy Blue School Jacket Hoods/Beanies/Scarves are NOT permitted
Pants	Royal Blue School Tracksuit Pants	Royal Blue School Tracksuit Pants
Socks	White socks	White socks / Navy Blue Stockings (Winter)
Hats	Royal blue wide-brimmed hat with school emblem	
Shoes	Covered black shoes with black laces, no ankle length shoes Multi-coloured shoes and laces are NOT permitted	
Hair	Neatly presented with no coloured dye Hair tracks, rat-tails, and Mohawks are NOT permitted. No ponytails for boys. Preference towards royal blue hair ties	
Presentation	Neat and tidy presentation with no visible body art (including make-up) or nail polish	
Jewellery	One pair of sleepers or small studs in the ears (1/ear) and watch only. No other jewellery acceptable Medical jewellery allowed	

Failure to wear correct uniform



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.

Uniform Shop The uniform shop is open each Wednesday and Friday from 8:00am till 9:00am. Orders also available via flexischools.com.au. We aim to encourage all families to donate to the uniform shop any second hand uniforms in good order so as to provide a range of quality second hand items.

Encouragement Our aim is to encourage all children to wear their uniform on a regular basis. The assistance of caregivers is an important component in successfully accomplishing this target. Individual and class recognition of regular uniform wearing is also an option for encouragement.

Watches Students are allowed to wear one watch which may need to be removed during physical education if contact sports are being taught.

Hair Hair should be neat and tidy at all times. We encourage the use of school coloured (navy blue/yellow) hair accessories.

Extreme hairstyles such as Mohawks, tracks, rats-tails and boy buns are not permitted. Boys' hair should be a similar length all over. Hair longer than shoulder length should be tied back at all times.

Jewellery Students are permitted to wear one pair of studs or sleepers only. Under Workplace, Health and Safety Legislation and due to the risks associated with physical education and the playground environment necklaces, bracelets, anklets, rings or other body piercing are not permitted to be worn. (Medical bracelets/necklaces are an exception to be discussed with the Principal)

Make-up Make-up and nail polish is not to be worn to school. Make-up, nail polish and spray deodorant are not to be brought to school. (Roll on deodorant is acceptable)

Assembly Days On Assembly Days all children must wear the full school dress uniform, including check shirt, black shoes, white socks, shorts/skorts and appropriate winter wear when required.

Excursions All children attending a school excursion must wear the full school dress uniform, including check shirt, school hat, black shoes, white socks, shorts/skorts and appropriate school winter wear if required. This is a safety issue as teachers must be able to recognise the students under their care easily and immediately. Experience has proven that if all children are dressed the same then this becomes a significantly easier task. Camp dress is an exception.

Sun Safety In accordance with our Sun Safety Policy children must wear a broad-brimmed hat, a shirt with a collar and sleeves. We adopt a no hat/no play and no collar/no play approach to Sun Safety. Our Sun Safety Policy has been approved by the Queensland Cancer Foundation and meets all requirements of the Workplace, Health and Safety Legislation.

Special Day Clothing (Free Dress Days etc) In some circumstances, students are permitted to wear alternate clothing as directed by the Principal. Students are still required to adhere to the sun-safe policy – no singlets or sleeveless shirts. Closed-in shoes required. Large, offensive or socially unacceptable slogans will not be tolerated.

Conclusion At Pimpama we aim to instil pride in being a member of our school and a part of this pride is developed when wearing the uniform. We seek the support of each caregiver to encourage their children to wear the full school uniform on a daily basis by providing their children with uniforms and promoting the pride that each child should feel as a part of a great school.

To access this document separately refer to Appendix 14.

STUDENT Expectations - Bus Line Procedures

Prior to getting on the bus:

1. Students will line up in the designated waiting area in their correct bus line.
2. Students will wait quietly to be escorted to the bus by the supervisors on duty.
3. Students will follow the instructions of the supervisor on duty.

Students travelling on buses will adhere to the 6 Bus Rules:

1. Stay back on your seat, with your bag on the floor.
2. Talk quietly to the person beside you.
3. No food or drink
4. Follow the driver's directions
5. Wear a seat belt, if provided
6. Refrain from using electronic devices

If students behave unsafely on the bus or choose not to follow the rules they will receive consequences outlined in 'disciplinary consequences'. These could be; an informal planning room, formal planning room, no play, time out of class to work with a member of admin or removal from the bus. The consequence will be decided based on individual circumstances.

Restrictive Practices

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

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

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

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

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

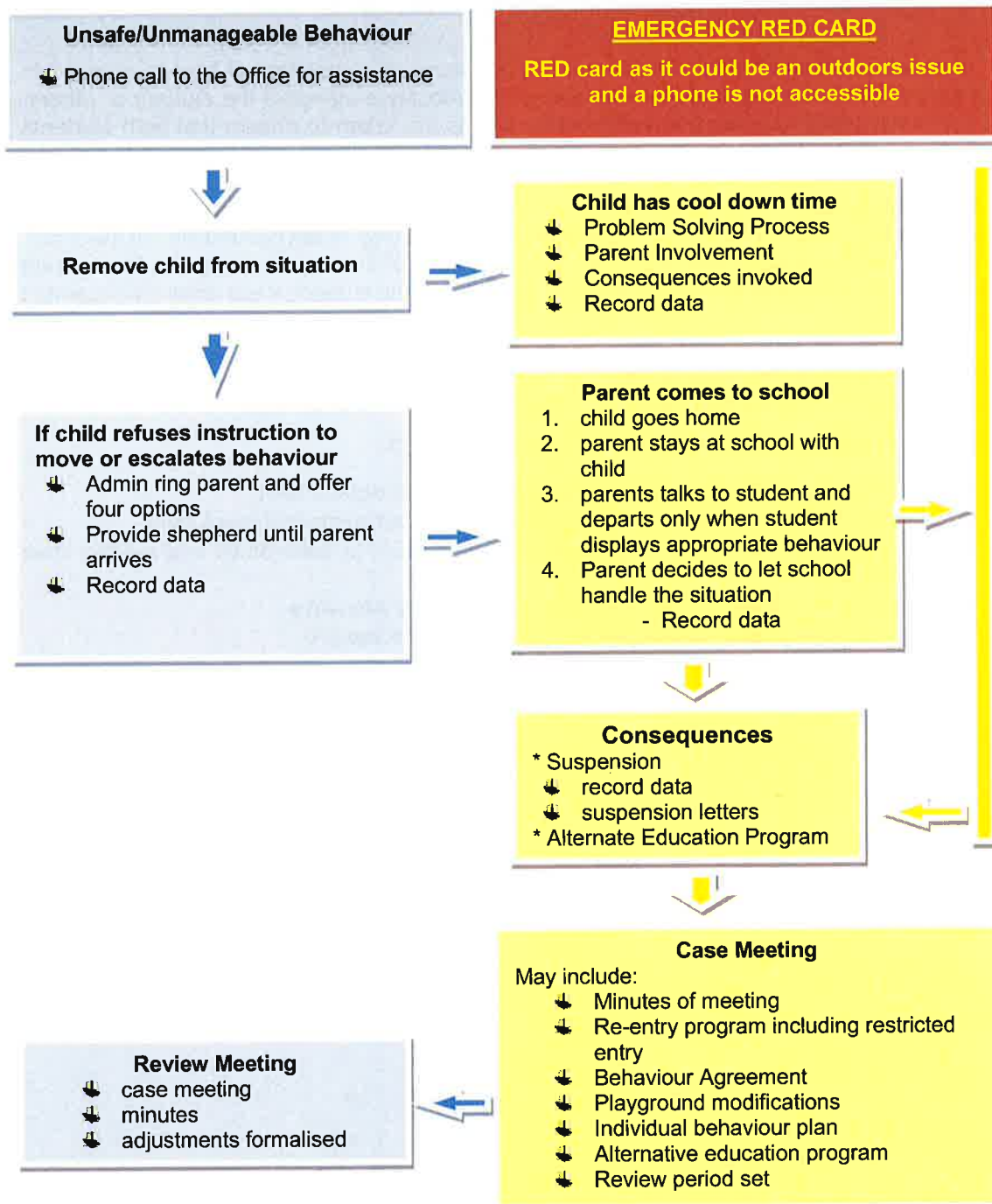
Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned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

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

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

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

Process for Responding to Unsafe/Unmanageable Behaviour



Referral Process for students that require Intensive Behaviour Support

- ☛ Referral to Behaviour Advisory Team (Student Support Services) for consultation and support
 - ☛ Referral form completed by teacher and submitted to the SSS Committee
 - ☛ Discussion at SSS Meeting
 - ☛ Collation of data on student
 - ☛ Consultation with parent / carer
 - ☛ Referral to Guidance Officer for assessment and behavioural support
 - ☛ Development of an individual Behaviour Support Plan by team
- # SSS Committee reviews each case on an individual basis & determines appropriate action to be taken



Critical Incidents

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

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

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

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.

Related Legislation

- For more information regarding the Student Code of Conduct in Queensland state schools, please refer to the **Fact Sheet - Student Code of Conduct**.

Related Departmental Procedures

- <https://behaviour.education.qld.gov.au>

Some Related Resources

This could include:

- **Bullying. No way!**
- **Take a Stand Together**

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Example Letter to Parents/Carers

Appendix 1



Dear Parents/Carers

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 Management 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
- 2nd Warning
- 3rd Time out in classroom
- 4th Time out in buddy class with work to complete
- 5th Planning Room / Administration

Repeat offence at this level, parents/carers are called.

SEVERE CLAUSE: Sent to Principal's office and parents/carers contacted.

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

BRONZE/SILVER/GOLD Awards; Games / Specialist Certificates/Awards / Prize Box; Visit to Principal or Deputy Principal; Stickers / Certificates; Class Party (e.g. Popcorn Party/Picnic); Student of the Week; Free Time

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 Management Plan and discussed it with my child.

Parents/Carer's Signature: _____

Child's Name: _____

Date: __ / __ / __



Building Better Behaviours Program

Appendix 2



Building Better Behaviours (BBB) is an initiative to assist parents/carers, teachers and students at Pimpama State School to positively address recurring problem behaviour, to improve children's well-being, and to increase educational engagement and achievement. Well-being, learning and behaviour are interlinked. By strengthening relationships and creating a more positive school environment, our aim is to remove barriers to engagement and improve students' chances to achieve at school and beyond.

BBB is an incentive based approach backed by family engagement, guidance and support. Support includes targeted group programs, and individual student support services. Restorative practices are interwoven throughout the BBB Program / support with intent to develop key competencies including motivation, relating to others, managing self and participating and contributing respectfully.

BBB takes the premise that opportunities for learning and achievement are increased when:

- The school environment is positive and supportive.
- Expectations are consistent and clear.
- Students are taught expected behaviour.
- Students are consistently acknowledged for expected behaviour.
- Students are responded to equitably in accordance to Pimpama State School's Behaviour Policy.

Using data to inform student selection, the Behaviour Committee will inform the respective classroom teacher to refer their student to the Student Services Committee (SSS). At SSS, decisions will be formed regarding their inclusion into the BBB program, intervention and family support.

GO Check and Connect:

Check and Connect is an education focused, mentoring service for students who are at risk of repeated behavioural misconduct leading to in-school suspension and disengagement in the classroom. Focus will be placed on checking with students and connecting families with support services.

Preferred Outcomes (over time):

- Positive changes in student behaviour and their ability to reflect on and manage their own behaviour (An increase in desired behaviours).
- Fewer incidents of inappropriate behaviours.
- Teachers spending more time teaching.
- An increased amount of time when the student is on-task and engaged in class and achieving.
- A decrease in referrals.
- Increased positive communication between home and school.

In view of these preferred outcomes, decision making and regular evaluation of student progress will be monitored in order to maintain momentum and inform next steps.

The incentive for referred students to the BBB program is a system that recognizes and acknowledges expected behaviour. In view of this, students will be given blocks of time (10 minutes; 20 minutes total) to commence and ultimately complete an interest based 'Building Project' in return for meeting the outcomes of the program.

Restorative practices are every day, informal actions that place an emphasis on relationships, respect, empathy, social responsibility and self-regulation. Conversation is key to discussing and exploring minor problems in a respectful way. 'Keep the small things small'.

The 10 Essential Skills for Classroom Management

Appendix 3



Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgement	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to certain behaviours
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

[Complete 10 Essential Skills Document](#)

Whole School Expectations

Appendix 4



At Pimpama State School our vision is the pursuit of excellence and quality education in a positive and supportive atmosphere. 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.

Student Expectations

School Rules:

Pimpama's 6 Kinds of Best

7. **Be KIND to yourself (Respect yourself)**
8. **Be KIND to others (Respect others)**
9. **Be KIND to the environment (Value the environment)**
10. **Be the Learning KIND (Seek knowledge)**
11. **Be the achieving KIND (Achieve your potential)**
12. **Be the community KIND (Contribute positively to society)**

Our school values and the expectations are highlighted in the table below. Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same expectations as in place for students.

All classes adopt a differentiated approach to classroom management plans. Class rules are co-constructed with the students and communicated with parents/carers at the commencement of each year.

Value	Expectations
Pride	<ul style="list-style-type: none">• Be proud of self, others & school environment• Regularly wearing the correct school uniform• Neat bookwork (showing pride in your learning)• Always trying your best• Keeping our school tidy
Integrity	<ul style="list-style-type: none">• Doing the right thing, with or without staff supervision• Being honest, fair and trustworthy
Manners	<ul style="list-style-type: none">• Regularly using very good manners• Respecting self and others• Using appropriate greetings
Partnerships	<ul style="list-style-type: none">• Appropriate playground behaviour, before, during and after school in designated areas• Always following staff instructions• Walking around the school• Lining up in two straight lines
Acceptance	<ul style="list-style-type: none">• Respecting the rights of self and others• Accepting that all people are different and unique• Accepting consequences of behaviour choices
Morality	<ul style="list-style-type: none">• Making good choices• Displaying high moral standards
Accountability	<ul style="list-style-type: none">• Regularly attending school, on time, ready to learn• Always completing set homework on time• Always following school rules• Accounting for own behaviour

Parents/Carers & Staff Responsibilities

Appendix 5



The table below explains the Pimpama expectations for parents/carers when visiting our school and the standards we commit to as a staff.

PRIDE

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents/carers to leave and collect students.

INTEGRITY

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

MANNERS

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You speak respectfully with staff with regards to your child.	We will speak respectfully to you and your children.
You will make an appointment to speak to a member of the school.	We will provide time to speak to you about your concerns.
You will use appropriate verbal and non-verbal language when interacting with staff, parents/carers and students when on school grounds.	We will address incidents of verbal misconduct.

PARTNERSHIPS

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

ACCEPTANCE

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents/carers, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

MORALITY

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You will model appropriate behaviours to your child, including punctuality.	We will encourage your child to be the best they can be.
You will give staff the opportunity to investigate incidents.	We will investigate all incidents of concern and respond appropriately.
You will adhere to school rules and procedures.	We will ensure rules are clear and communicated.

ACCOUNTABILITY

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and we will contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents/carers about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents/carers.

Code of Conduct Diamond

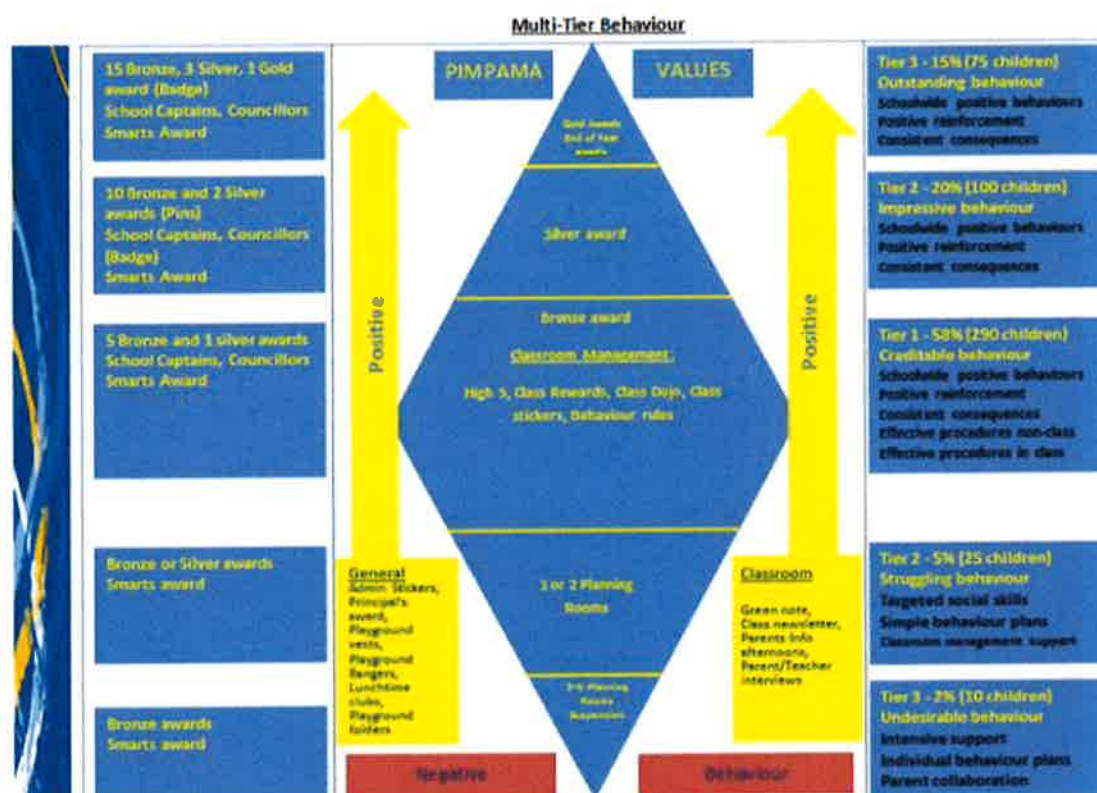
Appendix 6



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

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

There are five main layers to behaviour differentiation, as illustrated in the Diamond of Student Conduct diagram below. This model is similar to the Diamond of Inclusivity for academic differentiation. Diamond of Student Conduct



Tier 3 is differentiated and explicit teaching for all students, Tiers 2 & 4 are focussed teaching for identified students and Tiers 1 & 5 are intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Behaviour Matrix

Appendix 7

At Pimpama State School, the Values Overview and Behaviour Matrix guide the whole school approach.

Behaviour Report

Name: _____
Class: _____
Term: 1 2 3 4

Pride	Integrity	Manners	Partnerships	Acceptance	Morality	Accountability
PIMPAMA VALUES	Expectation	A	B	C	D	E
Pride	Regularly wearing the correct school uniform	I wear the correct school uniform every day. I always have my school hat.	I wear the correct school uniform every day. I mostly have my hat.	I wear the correct school uniform every day. I need reminders to wear my hat.	I have been spoken to with regard to the correct school uniform. I frequently forget my hat.	I am frequently spoken to with regard to the correct school uniform. I always forget my hat.
	Neat bookwork (showing pride in your learning). Always trying your hardest.	I take pride in completing my work to the best of my ability and where possible, I try to do more than what is expected in learning tasks.	My work is completed to the best of my ability. I work on finishing tasks to the standard set by the teacher.	I usually complete my work. Sometimes I get distracted and I do not finish my tasks.	Sometimes I complete my work. Often I get distracted and I do not finish my tasks. I have received consequences for this behaviour.	I rarely get my work completed. Often I get distracted and I do not finish my tasks.
	Respectful of school property	I always respect school property. I go out of my way to keep it clean & tidy.	I respect school property. I help with keeping it clean & tidy.	I usually respect school property.	I have been spoken to about respecting school property. I have received consequences for this behaviour.	I have had Planning Rooms In-school Suspensions/ Suspensions for being disrespectful of school property.
Integrity	Doing the right thing (honesty, fairness, trustworthiness)	I always do the right thing and what is expected of me. I am an honest person without supervision at all times.	I mostly do the right thing and what is expected of me. I am an honest person without supervision.	I usually do the right thing. I need reminders about school expectations and being honest.	I have been spoken to about school expectations and being honest. I have received a School Service for my behaviour.	I am consistently reminded about school expectations. I frequently do not tell the truth. I have had Planning Rooms In-school Suspensions/ Suspensions for my behaviour.
	Regularly using very good manners at school	I speak politely and use manners with staff and students at all times regardless of who is listening.	I speak politely and use manners with staff and students at all times.	I usually speak politely and use manners with staff and students.	I have spoken inappropriately to others. I have received consequences for this behaviour.	I have verbally abused others. I have been at odds as a student. I have had Planning Rooms In-school Suspensions/ Suspensions for my behaviour.
Manners	Allowing others to work and learn without distraction	I always conduct myself so that others can work and learn without distraction, even when not supervised.	I mostly conduct myself so that others can work and learn without distraction. I work best when being supervised.	I usually conduct myself so that others can work and learn without distraction when an adult is watching. When left alone I lose focus.	I need reminders to allow others to work and learn without distraction, even with supervision. I have received consequences for this behaviour.	I often lose focus, even with supervision. I distract others frequently and during the learning. I have had Planning Rooms In-school Suspensions/ Suspensions for my behaviour.
	Appropriate playground behaviour. Playing fairly & safely.	I always display appropriate playground behaviour. I ensure that everyone is playing fairly.	I display appropriate playground behaviour. I play fair and safely.	I usually display appropriate playground behaviour. I sometimes need reminders about playing fair and safely.	I sometimes display inappropriate playground behaviour. I need reminders about playing fair and safely.	I frequently display inappropriate playground behaviour. I have had Planning Rooms In-school Suspensions/ Suspensions for my behaviour.
Partnerships	Always following staff instructions	I always follow staff instructions.	I follow staff instructions.	I usually follow staff instructions.	I need reminders about following staff instructions. I have received consequences for this behaviour.	I frequently disobey staff instructions. I have had Planning Rooms In-school Suspensions/ Suspensions for my behaviour.
	Using the High 5 strategy to assist people problems	I always use the High 5 strategy when I am having people problems.	I mostly use the High 5 strategy when I am having people problems.	I usually try to use the High 5 strategy when I am having people problems. I need reminders to do so.	I have used my hands and feet during a problem with others. I have received consequences for this behaviour.	I have frequently used my hands and feet during a problem with others. I have had Planning Rooms In-school Suspensions/ Suspensions for my behaviour.

PIMPAMA VALUES	Expectation	A	B	C	D	E
Acceptance	Keeping hands, feet & objects to ourselves. Respecting the rights of self and others.	I always keep my hands, feet and objects to myself. I always respect the rights of self and others.	I keep my hands, feet and objects to myself. I respect the rights of self and others.	I usually keep hands, feet and objects to myself. I usually respect the rights of self and others.	I have hurt others with my physical actions. I have received consequences for this behaviour.	I have hurt others with my physical actions more than once. I have had Planning Rooms In-school Suspensions/ Suspensions for my behaviour.
	Being tolerant of others' differences	I always accept that everyone is different. I treat everyone with respect. I have stood up for others when necessary.	I accept that everyone is different. I mostly treat others with respect.	I usually have an understanding of others' differences and show respect.	I need to be reminded to respect others' differences. I have received consequences for this behaviour.	I am not accepting of others. I have had Planning Rooms In-school Suspensions/ Suspensions for my behaviour.
Morality	Making good choices	I always make good choices with my behaviour.	I mostly make good choices with my behaviour.	I usually make good choices with my behaviour.	I need reminding about making good choices with my behaviour. I have received consequences for this behaviour.	I require continual guidance with my behaviour choices. I have had Planning Rooms In-school Suspensions/ Suspensions for my behaviour.
	Following bus rules and behaving appropriately outside of school in uniform	I always follow the bus rules and behave appropriately outside of school whilst in uniform.	I follow the bus rules and behave appropriately outside of school whilst in uniform.	I usually follow the bus rules and usually behave appropriately whilst in school uniform outside of the school.	I need reminders about following the bus rules and my behaviour whilst in school uniform outside of the school.	I have received consequences for my behaviour on the bus and outside of school when in school uniform.
Accountability	Regularly attending school on time ready to learn	I have 93-100% attendance.	I have 90-94% attendance.	I have 85-89% attendance.	I need reminders about my attendance. I have received consequences for this behaviour.	I have received consequences for my attendance.
	On time to class after break	I am always on time to class after the breaks.	I am mostly on time to class after the breaks.	I am usually on time to class after the breaks.	Sometimes I am late to class after break.	I am frequently late to class after break.
Bronze, Silver, Gold Awards	Being honest and accountable for behaviour	I am always honest and accountable for my behaviour.	I am mostly honest and accountable for my behaviour.	I am usually honest and accountable for my behaviour.	I am sometimes dishonest. I have received consequences for this behaviour.	I am frequently dishonest. I have had Planning Rooms for my behaviour.
	Always completing set homework on time	I always complete and hand my homework in on time.	I mostly complete and hand my homework in on time.	I usually complete and hand my homework in on time.	I require frequent reminders to complete & hand in my homework.	I rarely complete my homework activities.
School Service & Planning Rooms	Staying on task and completing work	I always work independently and complete my work on time.	I mostly work independently and complete my work on time.	I usually work independently and complete my work on time.	I have difficulty staying on task and I need reminders to complete my work.	I have difficulty staying on task and using my time wisely, even when supervised.
	Term 1	I have received a Silver Award	I have received 4 Bronze Awards	I have received 3 Bronze Awards	I have received 2 Bronze Awards	I have not received a Bronze Award
	Term 2	I have received 1 Silver Award + 4 Bronze Awards	I have received 1 Silver Award + 2 Bronze Awards	I have received 1 Silver Award + 1 Bronze Award	I have received 1-4 Bronze Awards	I have not received a Bronze Award
	Term 3	I have received 2 Silver Awards + 2 Bronze Awards	I have received 2 Silver Awards	I have received 1 Silver Award + 3 Bronze Awards	I have received 1-4 Bronze Awards	I have not received a Bronze Award
	Term 4	I have received a Gold Award	I have received 2 Silver Awards + 2-4 Bronze Awards	I have received 1 Silver Award + 4 Bronze Awards	I have received 3-4 Bronze Awards	I have not received a Bronze Award
School Service & Planning Rooms		I have not received a School Service or Planning Room for my behaviour.	I have not received a School Service or Planning Room for my behaviour.	I may have received a School Service or 1 Planning Room for my behaviour.	I have received School Services or Planning Rooms for my behaviour.	I have received frequent School Services or Planning Rooms for my behaviour.

Report Card Result & Comment

A Excellent	B Very Good	C Satisfactory	D Needs Attention	E Unacceptable
(Name) has demonstrated an excellent level of behaviour and co-operation with both staff and students in all learning environments.	(Name) has demonstrated a very good level of behaviour and co-operation with both staff and students in all learning environments.	(Name) has demonstrated a satisfactory level of behaviour and co-operation with both staff and students in all learning environments.	(Name) needs to show a greater level of co-operative behaviour with both staff and students in all learning environments.	(Name) s behaviour with staff and students both in and out of the classroom is often unacceptable.

Disciplinary Consequences

Appendix 8



The following is a list of expectations relating to each of the Core Values and a recommended level of consequence should they be broken. The level indicates the severity of the breach if the expectation 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 P & C. (Level 1)
- Children refrain from having visible tattoos or writing on their bodies. (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. Religious & medical accepted. (Level 2)
- Children are not to attend school with coloured dye in hair. (Level 2)
- Hats are worn before school, at lunch breaks and at PE lessons. (up to Level 2)
- Litter is placed in bins provided. (up to Level 2)
- Refrain from spitting. (up to Level 3)
- Wilfully damaging the property of others or the school. (Level 3)
- Children use toilets properly and do not play in or near the toilets. (Level 3)

Integrity

- Children use only their own property unless they have permission to do otherwise. (Level 1).
- Children are honest at all times. (up to Level 3)
- Children show care for wildlife and environment. (up to Level 3)
- Misuse of ICT equipment and/or rules. (Level 3)
- Students are not to possess, distribute or use illegal drugs/substances on the school site. (Level 7)

Manners

- Continued disruption to class lessons (level 3)
- Children enter classrooms only when a teacher is present. (up to Level 3)
- Children follow instructions the first time they are given. (up to Level 5)
- Children are to use appropriate language and body language at all times. (up to Level 5)
- Children are to treat everyone in a respectful manner. (up to Level 5)

Partnerships

- Children remain in supervised areas until given permission to leave (Level 1)
- Children with mobile phones must sign in and hand in phones to the office on arrival to school and sign out and retrieve on departure from school. Years 5 & 6 Phone Lockers (up to Level 2)
- Children play appropriate games. (Level 2)
- Children do not take the property of others. (up to Level 5).
- Children do not bring weapons to school (including toy weapons) - confiscation of item, to be retrieved by parents/carers or police from Admin. (up to Level 7)

Acceptance

- Children show respect for others at all times. (up to Level 3)
- Children refrain from throwing any object that may injure others. (up to Level 5)
- Refrain from teasing, harassing and bullying others. (up to Level 5)
- Children keep hands and feet and objects to themselves. (up to Level 5)

Morality

- Children move in an orderly fashion to enter and exit school buses. (up to Level 3)
- Children wait quietly and move respectfully for the school bus in the correct designated area. Following all bus rules. (up to Level 3)
- Children obey all school rules and accept consequences of personal decisions and choices of behaviour. (up to Level 3)
- Children do not take the property of others. (up to Level 5)

Accountability

- Children do not ride bicycles/scooters/skateboards inside the grounds. They store cycles in the racks provided. (Level 1)
- Cyclists wear a helmet. (Level 1)
- Children only eat in correct eating areas. (up to Level 2)
- Children walk on all concrete and paved areas. (up to Level 2)
- Children do not go into out of bounds areas. (up to Level 3)
- Playgrounds are utilized at play breaks only. (Level 3)
- 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)

Consequences

Level 1 – 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, littering, etc.) which can best be dealt with informally, quickly, quietly and easily, to discourage repetition.

Level 2 – Low Level Behaviour – Informal Process (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 3 – Demanding Level Misbehaviour - Formal Process (Planning Room)

Planning Room - Formal

The Education Act (General Provisions, 2006) gives Principals and/or teachers the right to detain a student as a punishment for disobedience, misconduct and wilful 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

For misbehaviours requiring more serious consequences, the referring teacher fills out a Blue (Major) or Yellow (Minor) Incident Referral Form and notifies the Planning Room Duty Teacher. (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.) The classroom teacher is required to notify (verbally or by email) to the parents/carers/caregivers that an incident has occurred and will be addressed the following school day.

A copy of Planning Room Notification with the subsequent plan to improve behaviour is emailed to parents/carers and uploaded to OneSchool as a behaviour incident.

Level 4 - 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 a classroom and playground withdrawal for three days. Further planning rooms will result in a four day classroom and playground withdrawal followed by a five day classroom and playground withdrawal.

A Classroom and Playground Withdrawal 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 a Classroom and Playground Withdrawal is prohibited from attending any external school activity (e.g. Excursions, camps, interschool sport) that takes place during the period. Other consequences may include removal from leadership positions.

Level 5 - Very High Misbehaviour – Formal Process (suspension 1-5 Days)

Any planning room received after the completion of a five day Classroom and Playground Withdrawal may result in a 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 have 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 6 – Extreme Level of Misbehaviour – Formal Process (suspension 6-20 days)

The Education Act (General Provisions, 2006) gives Principals authority to suspend a student for up to 20 school days and to exclude. He/she will then state the reason for his/her actions.

The grounds for suspension or exclusion are;

- Disobedience
- Misconduct (includes to and from school)
- Other behaviour prejudicial to the good order and management of the school.

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 will be asked to attend a re-entry interview with parents/carers / caregivers, in which an official individual support plan will be devised.

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

Circumstances for Suspension

Suspensions at Pimpama State School may include circumstances of:

- disobedience;
- misconduct;
- conduct prejudicial to the good order and management of the school;

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

Level 7 – Extreme Level of Misbehaviour – Proposal to Exclude

The Principal shall consider expeditiously the circumstances of a serious misdemeanour and may propose the exclusion of a student:

- for a period determined by him/her or
- permanently – where 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.

Proposals for exclusion at Pimpama State School will be considered where the circumstances:

- Endanger or place at risk the present and /or future safety of students
- Endanger or place at risk the present and /or future safety and welfare of staff

Or where there is:

- 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
- possession of drugs at school
- selling of drugs at school
- continues to be intractable and other sanctions have proven ineffective and the misdemeanour is so serious that a suspension is inadequate.

Re-Entry Plans

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

- transition program for graduated return to the classroom
- 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 alternative playtime plan - Playground Plan
- alternative 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.

Leadership Consequences & Extra Curricular Activities

Leadership: At Pimpama State School, there are a number of special privileges and positions that students can hold. These include, but are not limited to; School Captains, Playground Rangers and Excellence Badge Holders. If a child has received disciplinary consequences as outline above, these special privileges may be revoked, dependent on individual circumstances.

Extra Curricular Activities: In addition to the above, all extra-curricular activities, excursions and events will require students to demonstrate a good level of behaviour to be able to participate. Should it be deemed unsafe for the student to attend an organised activity, parents/carers will be notified and students will continue their learning with an admin member.

Suspension Policy

Appendix 9



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/carers 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/carers 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/carers, 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)

Code Reason for suspension and recommendation for exclusion

Disobedient Behaviours

DR Persistent or wilful refusal to comply with instructions/rules/school policies and plans

DD Disruptive behaviour in class and out of class

(refusal to cooperate with behaviour management plans or programs of instruction)

Antisocial Behaviours

AS Sexual harassment

AR Racial harassment

AI Inciting others to behave in a negative, disobedient or riotous manner

Verbal Behaviours

VH Verbal harassment (use of obscene/offensive/insolent language or gestures)

VT Verbal threats (abuse, intimidation, bullying)

Physical Behaviours

PH Physical harassment (interference, abuse, intimidation, rough handling)

PA Physical violence/assault (hitting, kicking, punching, throwing objects at others) against adults (teachers, aides, parents/carers, visitors, etc)

PS Physical violence/assault (hitting, kicking, punching, throwing objects at others) against students

Dangerous / Unlawful Behaviours

UB Unlawful behaviour (theft, robbery, break and enter, hoax calls)

UD Wilful damage/Vandalism

Other

OT Other behaviour (please specify)



Temporary Removal of Student Property

Appendix 10



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

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

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

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

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

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

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

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

Responsibilities

State School Staff at Pimpama State School:

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

Parents/Carers of students at Pimpama State School

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

Students of Pimpama State School

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

Acceptable Use Mobile Phone Policy

Appendix 11



Schools can make reasonable rules about what students can and cannot bring to school. They can ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students.

The use of mobile phones, pagers, portable CD and MP3 players, Personal Digital Assistants and similar electronic devices in class is disruptive to the learning environment of other students.

At Pimpama State School the guidelines for the appropriate use of mobile phones includes the following points:

- **Hired phone lockers are available for students in years 5 & 6.**
- **Prep to Year 4 students wishing to bring a mobile phone to school must have the phone clearly named. The phone is to be signed in and left at the office, to be signed out after school.**
- Students do not need to have access to a mobile phone during school times. The office staff contact parents/carers when children are sick or injured, or if they haven't been collected after school.
- There are some times when it is genuinely appropriate and beneficial for students to have access to a mobile phone. Students may, for example, need to contact parents/carers on the way home, or to confirm or change a collection time after school.
- The policy also applies to students during school excursions, camps and extra-curricular activities.
- It is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone.
- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- It is recommended by the Education Department that disciplinary action be taken against any student who photographs or films other individuals without their consent or who sends harassing or threatening messages.
- During school hours parents/carers are welcome to phone the office and messages from parents/carers will be passed on to the students.
- During bus travel, mobile phones & devices must remain in the student's school bag.
- If a student has a mobile phone at school, in class or in the playground, the teacher will have the student immediately deliver it to the office. There it will be kept in the secure area until after school. It is the student's responsibility to collect the phone and it will only be returned after 2.35pm.
- Mobile phones are used at their owners' risk. No liability will be accepted by the school in the event of the loss, theft or damage of any device.

Mobile Phone Storage Locker Agreement – student responsibilities and expectations

- Mobile phone use on the school grounds is not permitted.
- Place your mobile phone in your locker before the start of the school day.
- Remove your mobile phone from your locker at the end of the school day.
- Locker access during the school day is not permitted.
- Use the locker to store your mobile phone only.
- Use only the mobile phone locker provided.
- Set a confidential combination code that only you and your parents/carer know.
- Keep your combination code confidential at all times, and not share your code with other students.
- Avoid losing or misplacing your combination lock. If your lock is missing, you will not be able to use the locker.
- Keep your locker neat and tidy. Do not deliberately vandalise or break the lockers.
- Students without a locker in Year 5 and Year 6 will not be permitted to bring their mobile phone to school.
- The lock must be returned in good condition at the end of the school year.

Failure to follow these responsibilities may see the school revoke your use of the mobile phone storage locker. Parents/carers will be notified by the school in this instance.

iPad / Laptop Acceptable Use Agreement

Appendix 12



Pimpama State School deems the following to be unacceptable use and behaviour by a student:

It is unacceptable for students to:

- use the IT resources in an unlawful manner;
- download, distribute or publish offensive messages or pictures;
- cyber bully, insult, harass or attack others or use obscene or abusive language;
- deliberately waste printing and Internet resources;
- damage any electronic devices, printers or the network equipment;
- commit plagiarism or violate copyright laws; (e.g. use of illegally downloaded games and music, and illegal sharing of games and music)
- use unsupervised Internet chat;
- send chain letters or Spam e-mail (junk mail);
- access 3G/4G networks on school premises (disable this feature prior to coming to school)
- knowingly download viruses or any other programs capable of breaching the Department's networks security;
- handle and use another student's device without teacher authorisation.
- be operating the iPad device before and after school without teacher permission.
- prevent teachers from actively supervising student devices through the Classroom App.

Misuse and breaches of acceptable usage:

- Students should be aware that they are held responsible for their actions while using the internet and online communication services. Students will be held responsible for any breaches caused by other person(s) knowingly using their account to access internet and online communication services.
- The school reserves the right to restrict/remove access of personally owned mobile devices to the intranet, internet, email or other network facilities to ensure the integrity and security of the network and to provide a safe working and learning environment for all network users. The misuse of personally owned mobile devices may result in disciplinary action which includes, but is not limited to, the withdrawal of access to school supplied services.

Privacy and confidentiality:

- Students must not use another student or staff member's username or password to access the school network or
- another student's device, including not trespassing in another person's files, home drive, email or accessing unauthorised network drives or systems.
- Additionally, students should not divulge personal information via the internet or email, to unknown entities or for reasons other than to fulfil the educational program
- requirements of the school. It is important that students do not publish or disclose the email address of a staff member or student without that person's explicit permission. Students should also not reveal personal information including names, addresses, photographs, credit card details or telephone numbers of themselves or others. They should ensure that privacy and confidentiality is always maintained.

Intellectual property and copyright:

- Students should never plagiarise information and should observe appropriate copyright clearance, including acknowledging the original author or source of any information, images, audio etc. used. It is also important that the student obtain all appropriate permissions before electronically publishing other people's works or drawings. The creator or author of any material published should always be acknowledged. Material being published on the internet or intranet must have the approval of the principal or their delegate and have appropriate copyright clearance.
- Copying of software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.

Monitoring and reporting

- Students should be aware that all use of internet and online communication services can be audited and traced to the account of the user.
- All material on the device is subject to audit by authorised school staff. If at any stage there is a police request, the school may be required to provide the authorities with access to the device and personal holdings associated with its use.



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

Purpose

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.

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.

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.

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.

At Pimpama state school there is broad agreement among students, staff and parents/carers 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

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.

Pimpama School has a set of safe and effective response to all problem behaviours, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

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 School Values and have been taught the expected behaviours attached to each '6 Kind of Best Rules' 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, walking as a class around the school, 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.

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

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.

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.

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'.

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.

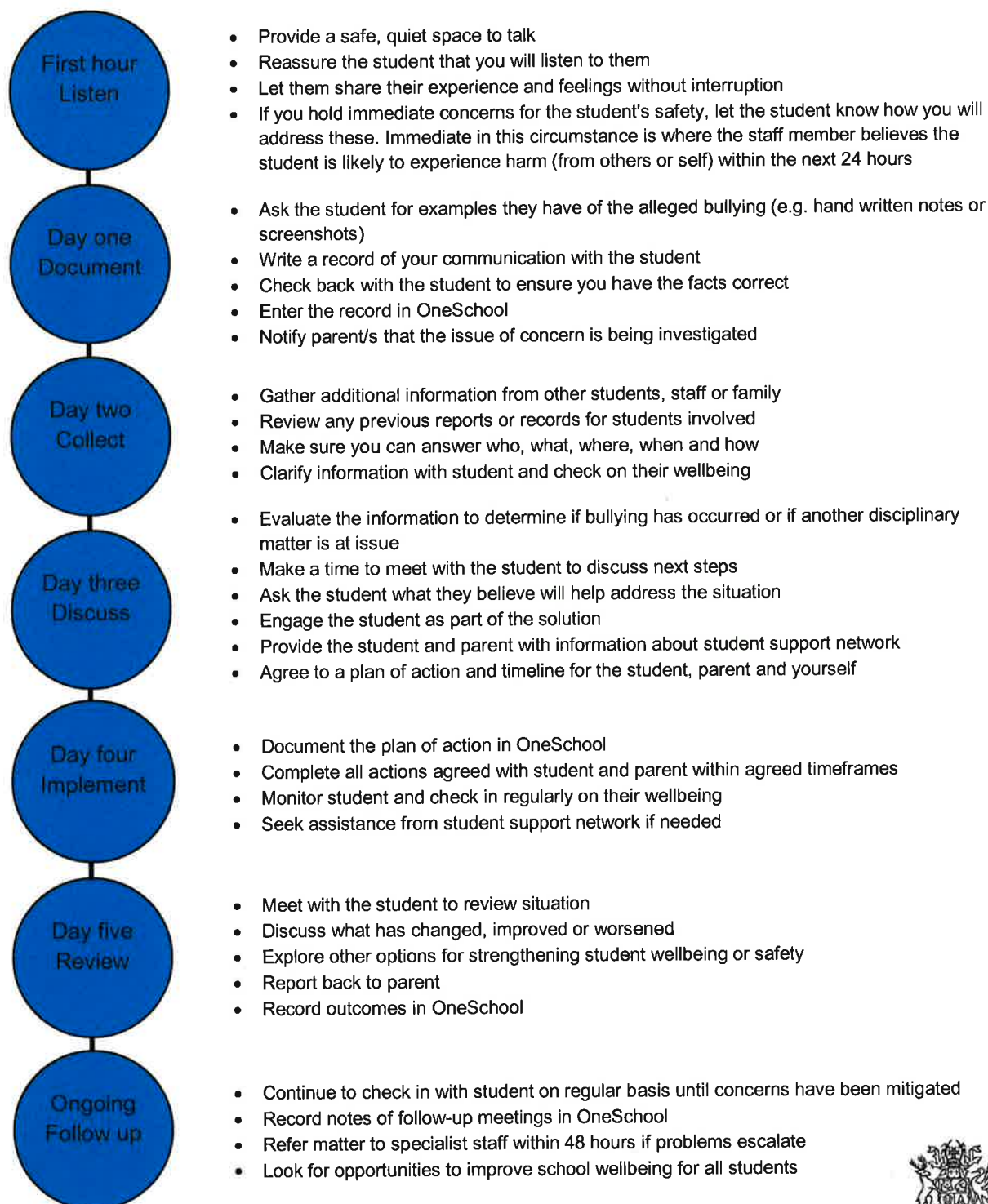
Pimpama State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher in first instance

Head of Conduct can also be notified



'The High 5'

Appendix 14

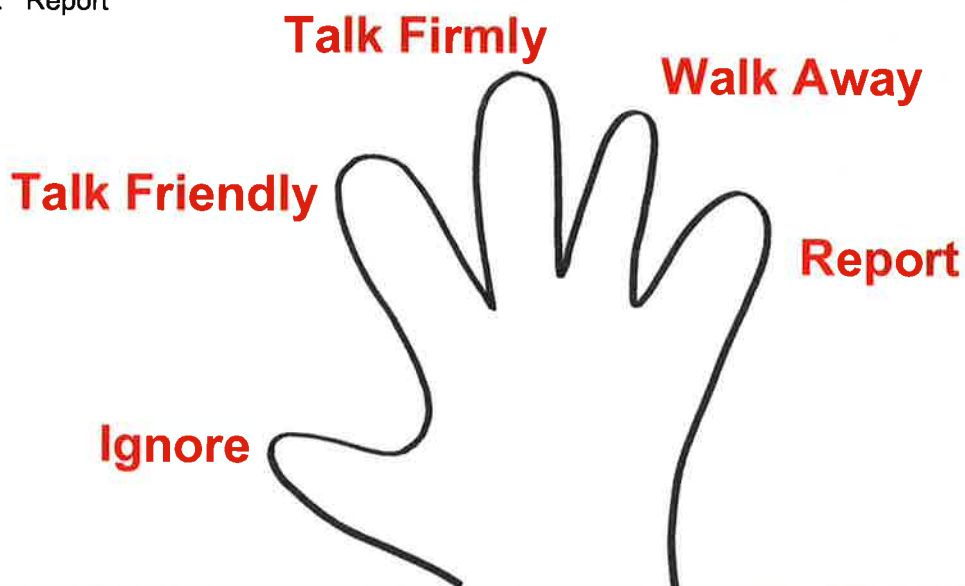


The 'High 5' anti-bullying strategy is a school wide positive support program. This is a process for children to use when they come across a bully. This strategy is embedded in the culture of Pimpama State School and all are encouraged to use it, to assist children deal with bullying situations through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



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

1. Ignore
2. Talk Friendly
3. Talk Firmly
4. Walk Away
5. Report



How to do the Hi 5

Ignore
Talk Friendly
Talk Firmly
Walk Away
Report



✚ **Ignore**

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

✚ **Talk Friendly**

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements – I feel when you because....

✚ **Talk Firmly**

- As per Talk Friendly.
- Use an assertive voice, slightly raised – "Stop it. I don't like it."
- Tell them to stop it.
- Re-state your "I" statement. eg. I said

✚ **Walk Away**

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a busy area or to a safety zone (teacher).
- Do not look back. Walk confidently, don't run.

✚ **Report**

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders (people who were there) - support and report.
- Report, report, report until somebody listens.

Appropriate Use of Social Media

Appendix 15



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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

School Dress Code

Appendix 16



At 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 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 in any situation will aim to negotiate a compromise.

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

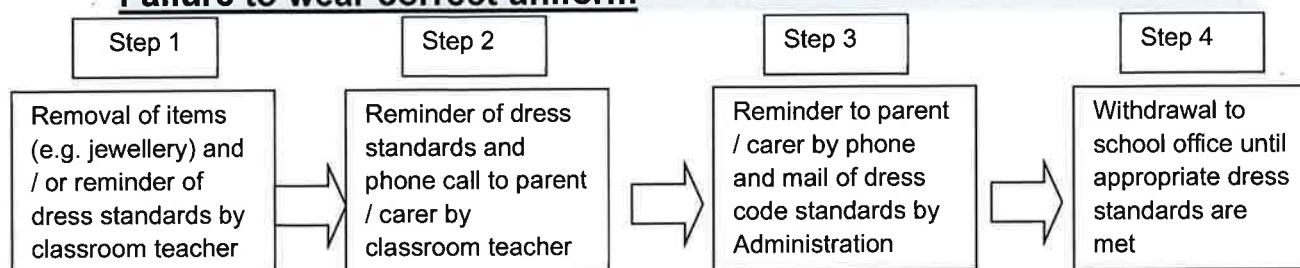
- (iv) a supportive environment fostering a sense of belonging;
- (v) an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at school;
- (vi) mutual respect among individuals at school by minimising visible evidence of economic, class or social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

School Uniform

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

EXPECTATION	BOYS	GIRLS
Summer Uniform		
Shorts / Skorts	Royal blue shorts (to be purchased at the school uniform shop)	Royal blue skorts/ Royal blue shorts (to be purchased at the school uniform shop)
Shirts	Checked dress shirt (unisex) Royal blue and gold sport shirt (unisex)	Checked dress shirt (unisex) Royal blue and gold sport shirt (unisex)
Winter Uniform		
Jacket	Pimpama State School – Navy Blue School Jacket Hoods/Beanies/Scarves are NOT permitted	Pimpama State School – Navy Blue School Jacket Hoods/Beanies/Scarves are NOT permitted
Pants	Royal Blue School Tracksuit Pants	Royal Blue School Tracksuit Pants
Socks	White socks	White socks / Navy Blue Stockings (Winter)
Hats	Royal blue wide-brimmed hat with school emblem	
Shoes	Covered black shoes with black laces, no ankle length shoes Multi-coloured shoes and laces are NOT permitted	
Hair	Neatly presented with no coloured dye Hair tracks, rat-tails, and Mohawks are NOT permitted. No ponytails for boys. Preference towards royal blue hair ties	
Presentation	Neat and tidy presentation with no visible body art (including make-up) or nail polish	
Jewellery	One pair of sleepers or small studs in the ears (1/ear) and watch only. No other jewellery acceptable Medical jewellery allowed	

Failure to wear correct uniform



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.

Uniform Shop The uniform shop is open each Wednesday and Friday from 8:00am till 9:00am. Orders also available via flexischools.com.au. We aim to encourage all families to donate to the uniform shop any second hand uniforms in good order so as to provide a range of quality second hand items.

Encouragement Our aim is to encourage all children to wear their uniform on a regular basis. The assistance of caregivers is an important component in successfully accomplishing this target. Individual and class recognition of regular uniform wearing is also an option for encouragement.

Watches Students are allowed to wear one watch which may need to be removed during physical education if contact sports are being taught.

Hair Hair should be neat and tidy at all times. We encourage the use of school coloured (navy blue/yellow) hair accessories.

Extreme hairstyles such as Mohawks, tracks, rats-tails and boy buns are not permitted. Boys' hair should be a similar length all over. Hair longer than shoulder length should be tied back at all times.

Jewellery Students are permitted to wear one pair of studs or sleepers only. Under Workplace, Health and Safety Legislation and due to the risks associated with physical education and the playground environment necklaces, bracelets, anklets, rings or other body piercing are not permitted to be worn. (Medical bracelets/necklaces are an exception to be discussed with the Principal)

Make-up Make-up and nail polish is not to be worn to school. Make-up, nail polish and spray deodorant are not to be brought to school. (Roll on deodorant is acceptable)

Assembly Days On Assembly Days all children must wear the full school dress uniform, including check shirt, black shoes, white socks, shorts/skorts and appropriate winter wear when required.

Excursions All children attending a school excursion must wear the full school dress uniform, including check shirt, school hat, black shoes, white socks, shorts/skorts and appropriate school winter wear if required. This is a safety issue as teachers must be able to recognise the students under their care easily and immediately. Experience has proven that if all children are dressed the same then this becomes a significantly easier task. Camp dress is an exception.

Sun Safety In accordance with our Sun Safety Policy children must wear a broad-brimmed hat, a shirt with a collar and sleeves. We adopt a no hat/no play and no collar/no play approach to Sun Safety. Our Sun Safety Policy has been approved by the Queensland Cancer Foundation and meets all requirements of the Workplace, Health and Safety Legislation.

Special Day Clothing (Free Dress Days etc) In some circumstances, students are permitted to wear alternate clothing as directed by the Principal. Students are still required to adhere to the sun-safe policy – no singlets or sleeveless shirts. Closed-in shoes required. Large, offensive or socially unacceptable slogans will not be tolerated.

Conclusion At Pimpama we aim to instil pride in being a member of our school and a part of this pride is developed when wearing the uniform. We seek the support of each caregiver to encourage their children to wear the full school uniform on a daily basis by providing their children with uniforms and promoting the pride that each child should feel as a part of a great school.

