



Pimpama State School

Student Code of Conduct

2025-2028

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education



Purpose

Pimpama State School Student Code of Conduct



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

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

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

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Endorsement

Principal Name: Mrs Heidi Mackenzie

Principal Signature:

Date:

P/C President Name: Ms Samia Baker

P/C President Signature:

Date:

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Whole School Approach to Discipline

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Pimpama State School uses a multi-tiered system of behaviour support throughout 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.

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

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

Whole School Expectations

Pimpama State School Student Code of Conduct



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.

Our three school rules align with **Pimpama State Schools' Six Kinds of Best** programme.

Rule	Student Expectations
Be KIND to Yourself and Others	<p>I respect myself by:</p> <ul style="list-style-type: none"><input type="checkbox"/> being honest and accountable for my own behaviour.<input type="checkbox"/> being eSafe.<input type="checkbox"/> putting my phone away for the day.<input type="checkbox"/> always doing my best in all learning environments. <p>I respect others by:</p> <ul style="list-style-type: none"><input type="checkbox"/> using manners.<input type="checkbox"/> keeping hands, feet and objects to myself.<input type="checkbox"/> using kind words to all staff and peers.<input type="checkbox"/> playing safely and fairly in the playground.<input type="checkbox"/> accepting that all people are unique.
Be the Learning and Achieving KIND	<p>I seek knowledge by:</p> <ul style="list-style-type: none"><input type="checkbox"/> regularly attending school, on time, ready to learn.<input type="checkbox"/> staying positive about learning.<input type="checkbox"/> using devices for learning.<input type="checkbox"/> attempt homework to the best of my ability. <p>I achieve my potential by:</p> <ul style="list-style-type: none"><input type="checkbox"/> setting goals and working hard to complete them.<input type="checkbox"/> putting in my best effort and working hard.<input type="checkbox"/> asking questions when I need help.
Be KIND to the Environment and our Community	<p>I value the environment by:</p> <ul style="list-style-type: none"><input type="checkbox"/> respecting school property and equipment.<input type="checkbox"/> putting my rubbish in the bin.<input type="checkbox"/> walking around the school safely.<input type="checkbox"/> keeping my own area tidy. <p>I contribute positively to the school community by:</p> <ul style="list-style-type: none"><input type="checkbox"/> wearing my uniform with pride.<input type="checkbox"/> being respectful to school visitors.<input type="checkbox"/> upholding the great reputation of our school.

Pimpama's Six Kinds of Best

At Pimpama State School, we recognise that we have a strong influence on the developing characters of our students. For this reason, our school values of **Pride, Integrity, Manners, Partnerships, Acceptance, Morality, Accountability**, and our social skills program, Pimpama's Six Kinds of Best, form the foundation of our Pedagogical Framework. This foundation supports the students in developing a personal sense of identity and direction, and provides a guiding framework of how they might live their lives in a meaningful way. Our school aims to provide students with the tools and strategies they need to be citizens of good character, and to help them lead happy and successful lives.

Be the six kinds of best you can be!



By applying the 'six kinds of best' principles, you can begin to lead a happy, successful and fulfilling life.

Pimpama's Six Kinds of Best

Self	Others	Environment	Learning	Achieving	Community
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Pimpama's Six Kinds of Best

Term 1		Term 3	
1. Class Expectations*		1. Be a critical thinker/ have an open mind	
2. Accountability (organisation etc.)*		2. Talents	
3. Bell expectations*		3. Persistence	
4. Manners*		4. Empathy	
5. Pride in self*		5. Saying No to Group Pressure	
6. Pride in school*	(Clean up Aust. day)	6. Kindness/Being a friend/Build ups	
7. Partnerships (working together)*		7. Mindfulness	
8. Acceptance – Harmony Day*		8. Resilience/positive self-talk/accepting your body	
9. Rude-Mean-Bullying (Bullying No Way)*		9. Mental health – checking in with others R U OK*	
10. Setting Goals		10. Caring for others in need	
Term 2		Term 4	
1. Respect/Acknowledgment (ANZAC Day)*		1. Keep Learning	
2. Problem Solving/Compromising		2. Pursue Excellence	
3. Self-Regulation		3. Safe/Unsafe choices (road safety, snakes, out of bounds etc.)	
4. Integrity (honesty, respecting property,	respecting the environment)	4. Personal safety (stranger danger)- Day for Daniel*	
5. Verbal and Non-verbal communication		5. Self-Acceptance (Links to 'Let's talk about it')*	
6. Personal Space and positive physical contact		6. Gratitude – Recognising what others do for you (Remembrance Day)*	
7. Be positive about learning/	Have a go	7. Be Useful	(recycling/water wise)
8. Learning from mistakes/	forgiving yourself	8. Be Curious/Seek knowledge	
9. Accountability for behaviour/	apologising	9. Transitions	
10. Morality- respecting the rights and opinions of others		10. Celebrating progress	

*Kind to the Environment is covered primarily in Science Units, however, is included throughout the terms alongside other topics.

Parent/Carer and Staff Responsibilities

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

Be KIND to Yourself and Others

<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 speak respectfully with staff with regards to your child.	We will speak respectfully to you and your children.
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.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
Seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will always work to improve our service delivery based on feedback provided.
You notice when others need help, parents/carers, staff and students, and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.
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.

Be the Learning and Achieving KIND

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Provide the necessary resources for your child to be prepared to learn at school every day.	We will ensure these resources are kept safely for use by your child to allow them to successfully access the curriculum.
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.
Work together and form a partnership with the school and your child's teacher to foster positive educational experiences.	We will involve all parents in day to day operations of the school and communicate clearly with all members of the community.
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.

Be KIND to the Environment and our Community

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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.
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.

Consideration of Individual Circumstances

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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 equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our 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) Committee

Pimpama State School's Student Support Services (SSS) Committee oversees support provisions for students who have particular educational needs. The SSS Committee plays a pivotal role in ensuring staff are confident with the implementation of strategies outlined in our school's multi-tiered systems of support.

The SSS Committee consists of the following key staff members:

- Head of Special Education Services (HOSES)
- Deputy Principal/s
- Guidance Officer
- Social Worker
- Head of Conduct and Engagement

Referrals to the Student Support Services (SSS) Committee must be made by the classroom teacher in consultation with the student's parents/carers.

Mult-tiered Systems of Support

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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.

Pimpama State School's multi-tiered system of support model incorporates the Department of Education's three focus areas from the Equity and Excellence strategy:

Dimension	Our Goal:
Educational Achievement	<ul style="list-style-type: none">✓ Every child achieves at least one year of learning growth each year✓ Clear expectations for learning, and differentiated support so every student realises their potential
Wellbeing and Engagement	<ul style="list-style-type: none">✓ Know each student and understand what works best for them.✓ Support student wellbeing and engagement to establish a strong foundation for learning outcomes.
Culture and Inclusion	<ul style="list-style-type: none">✓ Embrace diversity by creating welcoming, inclusive and accessible educational settings✓ Value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.

The model categorises support into three levels, dependent on the individual needs of the student.

Level	Support
Universal Support	Universal support in the form of differentiated and explicit teaching for all students.
Focused Support	Focused support in the form of focused teaching and/or intervention for identified students
Intensive Support	Intensive support in the form of intensive teaching and/or intervention for a small number of students.



Student Engagement – Multi-tiered Systems of Support

Pimpama State School



Educational Achievement



Wellbeing and Engagement



Culture and Inclusion

Tier 3: Intensive

- Intensive teaching for a small number of students**
- Consult the [Focussed and Intensive Teaching Flowchart](#)
 - Intensive, individualised instruction or support in a highly structured or specialised manner for all curriculum, activities and assessment.
 - Enrich the learning of any student who requires particular understandings and/or skills to be addressed in greater breadth.
 - Individualised Curriculum Plans (ICP's)
 - G.A.T.E.

- Engagement and Conduct**
- Interventions: School Suspension (short and long) and Re-Entry
 - Risk assessment – behaviour, safety and wellbeing
 - Functional Behaviour Assessment (FBA)
 - Individual Behaviour Support Plan (IBSP)
 - <https://www.pbisworld.com/tier-3/>
- Wellbeing**
- Guidance Officer/Social Worker Complex Case Management

- Highly Individualised Viable Education (H.I.V.E.)**
- Level of adjustment – Extensive and Extensive Plus
 - Individualised Support Plan (ISP) – Extensive and Extensive Plus
 - Engagement with the Autism Hub
 - Planned, highly specialised and/or intensive health, personal care and/or safety support or intervention.
- Culture**
- Intensive support for cultural and linguistic diversity
 - Explicit teaching of standard Australian English to EAL/D students

↑ SSS Referral Required ↑

Tier 2: Focused

- Focused teaching for identified students**
- Consult the [Focussed and Intensive Teaching Flowchart](#)
 - Support or individualised instruction in a highly structured manner for any student who is having difficulties with understandings and/or skills in most curriculum, activities and assessment.
 - Extend the learning of any student who requires particular understandings and/or skills to be addressed in more depth.
 - Personalised and explicit instruction to support most assessments.
 - Raising Academic Performance (R.A.P.)
 - Targeted Literacy Support and Numeracy Support

- Engagement and Conduct**
- Planning Room Referral (informal or formal)
 - Focussed Behaviour Interventions
 - Regular communication with parents/carers
 - Daily check-ins
 - Social skills groups
 - <https://www.pbisworld.com/tier-2/>
- Wellbeing**
- Guidance Officer, Social Worker, School Chaplain support
 - Wellbeing referral

- Highly Individualised Viable Education (H.I.V.E.)**
- Level of adjustment – Substantial
 - Individualised Support Plan (ISP) – Substantial
 - Department of Education support (AVT's, OT's, Speech Language)
 - Planned health, personal care and/or safety intervention in addition to active monitoring and supervision.
- Culture**
- Indigenous Education support programmes (e.g. Solid Pathways)
 - Support cultural and linguistic diversity including EAL/D and IEAL/D Support.

↑ SSS Referral Recommended ↑

Tier 1: Universal

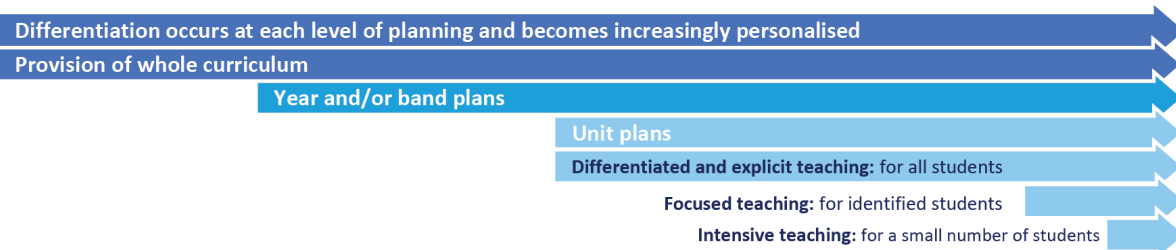
- Focus:**
- Every child achieves at least one year of learning growth each year
 - Clear expectations for learning, and differentiated support so every student realises their potential
- Differentiated and explicit teaching for all students**
- Differentiated approach to curriculum delivery and assessment that anticipates and responds to students' learning differences.
 - Differentiation is evident at each level of planning and is increasingly personalised.
 - Provision of whole curriculum
 - Year and/or band plans
 - Unit plans
 - Effective implementation of the Australian Curriculum V8.0
 - Teaching reading within v8.0 curriculum
 - Structured Literacy
 - Consistent instructional routines
 - Effective and consistent pedagogical practices (Pedagogical Framework)
 - Data informed practice

- Focus:**
- Know each student and understand what works best for them.
 - Support student wellbeing and engagement to establish a strong foundation for learning outcomes.
- Engagement and Conduct**
- Clear behaviour expectations - Our Student Expectations overview
 - Explicit skills teaching - Pimpama's Six Kinds of Best
 - 10 Essential Skills for Classroom Management
 - Classroom organisation
 - Positive reinforcement
 - Bronze, Silver and Gold Recognition System
 - Smarts Awards
 - Best Awards
 - Student of the Week
 - Active supervision
 - Consistent and fair consequences
 - Encourage student attendance
 - <https://www.pbisworld.com/tier-1/>
- Wellbeing**
- Safe and supportive classroom environment
 - Trauma informed practices
 - Social-emotional learning
 - Bullying and cyberbullying prevention education

- Focus:**
- Embrace diversity by creating welcoming, inclusive and accessible educational settings
 - Value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.
- Inclusion**
- Level of adjustment – Quality differentiated teaching practice
 - Level of adjustment – Supplementary
 - Individualised Support Plan (ISP) – Supplementary
 - Reasonable adjustments are made to allow students with disability to access and participate in educational programmes.
 - Meet student's health, personal care and safety requirements through usual school processes and existing facilities.
 - Personalised learning that is implemented without drawing on additional resources.
 - Review relevant reports and background information on OneSchool
 - Set clear goals and track progress (H.I.V.E. Books)
 - NCCD (National Consistent Collection of Data)
- Culture**
- Value culture and create inclusive learning environments.
 - Indigenous Education Resources
 - Culturally-responsive pedagogies

Pride Integrity Manners Partnerships Acceptance Morality Accountability

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






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



Universal Support: Differentiated and Explicit Teaching

Every classroom in our school uses the *Our Student Expectations* guidelines aligned to our Bronze, Silver and Gold acknowledgement system. Using this process, in conjunction with the Six Kinds of Best values education program, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom.

The school expectations are displayed in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Our Student Expectations Pimpama State School				
Rule	Student Expectations	Acknowledgement		
Be KIND to Yourself and Others	<p>I respect myself by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> being honest and accountable for my own behaviour. <input type="checkbox"/> being eSafe. <input type="checkbox"/> putting my phone away for the day. <input type="checkbox"/> always doing my best in all learning environments. <p>I respect others by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using manners. <input type="checkbox"/> keeping hands, feet and objects to myself. <input type="checkbox"/> using kind words to all staff and peers. <input type="checkbox"/> playing safely and fairly in the playground. <input type="checkbox"/> accepting that all people are unique. 	Bronze	Silver	Gold
	<p>A Bronze student demonstrates positive learning behaviours and <i>usually</i> meets the discipline expectations set out in the Student Code of Conduct.</p>	<p>A Silver student <i>consistently</i> demonstrates positive learning behaviours and exceeds the discipline expectations set out in the Student Code of Conduct.</p>	<p>A Gold student <i>always</i> demonstrates positive learning behaviours and models the discipline expectations set out in the Student Code of Conduct.</p>	
Be the Learning and Achieving KIND	<p>I seek knowledge by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> regularly attending school, on time, ready to learn. <input type="checkbox"/> staying positive about learning. <input type="checkbox"/> using devices for learning. <input type="checkbox"/> attempt homework to the best of my ability. <p>I achieve my potential by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> setting goals and working hard to complete them. <input type="checkbox"/> putting in my best effort and working hard. <input type="checkbox"/> asking questions when I need help. 	 Bronze Award	 Silver Award	 Gold Award
	<p>This is demonstrated by the student receiving 15 Kind Awards.</p>	<p>This is demonstrated by the student receiving 25 Kind Awards.</p>	<p>This is demonstrated by the student receiving 35 Kind Awards.</p>	
Be KIND to the Environment and our Community	<p>I value the environment by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> respecting school property and equipment. <input type="checkbox"/> putting my rubbish in the bin. <input type="checkbox"/> walking around the school safely. <input type="checkbox"/> keeping my own area tidy. <p>I contribute positively to the school community by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> wearing my uniform with pride. <input type="checkbox"/> being respectful to school visitors. <input type="checkbox"/> upholding the great reputation of our school. 	<p>Each week, I receive a KIND Award by demonstrating all of the school expectations...</p> <ul style="list-style-type: none"> ✓ Being KIND to Myself and Others ✓ Being the Learning and Achieving KIND ✓ Being KIND to the Environment and our Community 		
<p>Pride Integrity Manners Partnerships Acceptance Morality Accountability</p>				

In addition to this, the following Universal Supports are provided to students as required to enhance conduct and engagement.

Dimension	Support Strategies
Educational Achievement	<p><i>Differentiated and explicit teaching for all students</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiated approach to curriculum delivery and assessment that anticipates and responds to students' learning differences. <input type="checkbox"/> Differentiation is evident at each level of planning and is increasingly personalised: <ul style="list-style-type: none"> <input type="checkbox"/> Provision of whole curriculum <input type="checkbox"/> Year and/or band plans

Dimension	Support Strategies
	<ul style="list-style-type: none"> <input type="checkbox"/> Unit plans <input type="checkbox"/> Effective implementation of the Australian Curriculum V9.0 <input type="checkbox"/> Teaching reading within v9.0 curriculum <input type="checkbox"/> Structured Literacy <input type="checkbox"/> Consistent instructional routines <input type="checkbox"/> Effective and consistent pedagogical practices (Pedagogical Framework) <input type="checkbox"/> Data informed practice
Wellbeing and Engagement	<p>Engagement and Conduct</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear behaviour expectations - Our Student Expectations overview <input type="checkbox"/> Explicit skills teaching - Pimpama's Six Kinds of Best <input type="checkbox"/> 10 Essential Skills for Classroom Management <input type="checkbox"/> Classroom organisation <input type="checkbox"/> Positive reinforcement <ul style="list-style-type: none"> <input type="checkbox"/> Bronze, Silver and Gold Recognition System <input type="checkbox"/> Smarts Awards <input type="checkbox"/> Best Awards <input type="checkbox"/> Student of the Week <input type="checkbox"/> Active supervision <input type="checkbox"/> Consistent and fair consequences <input type="checkbox"/> Encourage student attendance <input type="checkbox"/> https://www.pbisworld.com/tier-1/ <p>Wellbeing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safe and supportive classroom environment <input type="checkbox"/> Trauma informed practices <input type="checkbox"/> Social-emotional learning <input type="checkbox"/> Bullying and cyberbullying prevention education
Culture and Inclusion	<p>Inclusion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Level of adjustment – Quality differentiated teaching practice <input type="checkbox"/> Level of adjustment – Supplementary <input type="checkbox"/> Individualised Support Plan (ISP) – Supplementary <input type="checkbox"/> Reasonable adjustments are made to allow students with disability to access and participate in educational programmes. <input type="checkbox"/> Meet student's health, personal care and safety requirements through usual school processes and existing facilities. <input type="checkbox"/> Personalised learning that is implemented without drawing on additional resources. <input type="checkbox"/> Review relevant reports and background information on OneSchool <input type="checkbox"/> Set clear goals and track progress (H.I.V.E. Books) <input type="checkbox"/> NCCD (National Consistent Collection of Data) <p>Culture</p>

Dimension	Support Strategies
	<ul style="list-style-type: none"><li data-bbox="539 170 1337 203">❑ Value culture and create inclusive learning environments.<li data-bbox="539 208 1023 241">❑ Indigenous Education Resources<li data-bbox="539 246 1023 280">❑ Culturally-responsive pedagogies

Focused Support

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Pimpama State School to provide focused teaching. Progress is monitored by the classroom teacher/s to identify those who:

- no longer require additional support
- require ongoing focused support
- require intensive support

It is recommended that students who need focused support are referred to the Student Support Services (SSS) Committee.

The following Focused Supports are provided to students as required to enhance conduct and engagement.

Dimension	Support Strategies
Educational Achievement	<p style="text-align: center;"><i>Focused teaching for identified students</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Consult the Focussed and Intensive Teaching Flowchart <input type="checkbox"/> Support or individualised instruction in a highly structured manner for any student who is having difficulties with understandings and/or skills in most curriculum, activities and assessment. <input type="checkbox"/> Extend the learning of any student who requires particular understandings and/or skills to be addressed in more depth. <input type="checkbox"/> Personalised and explicit instruction to support most assessments. <input type="checkbox"/> Raising Academic Performance (R.A.P.) <input type="checkbox"/> Numeracy Support
Wellbeing and Engagement	<p>Engagement and Conduct</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning Room Referral (informal or formal) <input type="checkbox"/> Focussed Behaviour Interventions <input type="checkbox"/> Regular communication with parents/carers <input type="checkbox"/> Daily check-ins <input type="checkbox"/> Social skills groups <input type="checkbox"/> https://www.pbisworld.com/tier-2/ <p>Wellbeing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guidance Officer, Social Worker, School Chaplain support <input type="checkbox"/> Wellbeing referral
Culture and Inclusion	<p>Inclusion – Highly Individualised Viable Education (H.I.V.E.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Level of adjustment - Substantial

Dimension	Support Strategies
	<ul style="list-style-type: none"> <li data-bbox="539 174 1198 203">❑ Individualised Support Plan (ISP) – Substantial <li data-bbox="539 215 1310 282">❑ Department of Education support (AVT's, OT's, Speech Language) <li data-bbox="539 293 1350 360">❑ Planned health, personal care and/or safety intervention in addition to active monitoring and supervision. <p data-bbox="491 371 596 400">Culture</p> <ul style="list-style-type: none"> <li data-bbox="539 412 1294 479">❑ Indigenous Education support programmes (e.g. Solid Pathways) <li data-bbox="539 490 1366 557">❑ Support cultural and linguistic diversity including EAL/D and iEAL/D Support

Intensive Support

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

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

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

Students who require intensive teaching will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

It is a requirement that students who need intensive support are referred to the Student Support Services (SSS) Committee.

The following Intensive Supports are provided to students as required to enhance conduct and engagement.

Dimension	Support Strategies
Educational Achievement	<p><i>Intensive teaching for a small number of students</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Consult the Focussed and Intensive Teaching Flowchart <input type="checkbox"/> Intensive, individualised instruction or support in a highly structured or specialised manner for all curriculum, activities and assessment. <input type="checkbox"/> Enrich the learning of any student who requires particular understandings and/or skills to be addressed in greater breadth. <input type="checkbox"/> Individualised Curriculum Plans (ICP's) <input type="checkbox"/> G.A.T.E.
Wellbeing and Engagement	<p>Engagement and Conduct</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interventions: School Suspension (short and long) and Re-Entry <input type="checkbox"/> Risk assessment – behaviour, safety and wellbeing <input type="checkbox"/> Functional Behaviour Assessment (FBA) <input type="checkbox"/> Individual Behaviour Support Plan (IBSP) <input type="checkbox"/> https://www.pbisworld.com/tier-3/ <p>Wellbeing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guidance Officer/Social Worker Complex Case Management
Culture and Inclusion	<p>Inclusion – Highly Individualised Viable Education (H.I.V.E.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Level of adjustment – Extensive and Extensive Plus <input type="checkbox"/> Individualised Support Plan (ISP) – Extensive and Extensive Plus <input type="checkbox"/> Engagement with the Autism Hub

Dimension	Support Strategies
	<ul style="list-style-type: none"> <li data-bbox="539 174 1382 237">❑ Planned, highly specialised and/or intensive health, personal care and/or safety support or intervention. <li data-bbox="491 246 596 277">Culture <li data-bbox="539 286 1257 318">❑ Intensive support for cultural and linguistic diversity <li data-bbox="539 327 1331 389">❑ Explicit teaching of standard Australian English to EAL/D students

Disciplinary Consequences

Pimpama State School Student Code of Conduct



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

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

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

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

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

Universal: Differentiated disciplinary response

Class teacher provides in-class or in-school disciplinary response to low-level or minor inappropriate conduct. This may include:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)

Focussed disciplinary response

Class teacher is supported by school support staff to address inappropriate conduct, when universal supports have been insufficient. This may include:

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services Committee for team based problem solving
- Stakeholder meeting with parents and external agencies
- Private discussion with student about expected behaviour
- Reprimand for inappropriate conduct
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Intensive disciplinary response

School leadership team work in consultation with the Student Support Services Committee and external supports to address persistent or ongoing serious inappropriate conduct. This may include:

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

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).*

Staff Responsibilities

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 (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parent/Carer Responsibilities

Parents 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.

Student Responsibilities

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;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

eSafety Policies

Pimpama State School Student Code of Conduct



Pimpama State School has tailored policies that relate to the acceptable use of:

- Information Communication Technologies (ICT),
- Bring Your Own (BYO) devices,
- mobile or personal use devices, and
- social media

Ensure that you familiarise yourself with the responsibilities for students, parents/carers and staff outlined in each of these policies.

Parents/carers are encouraged to engage with the [eSafety Commissioner Website's parents section](#) when seeking advice on a range of eSafety topics. The following direct links can provide parents/carers with specific advice related to topics which regularly affect students in school:

- [Online Safety Basics](#)
- [Cyberbullying](#)
- [Are they old enough? \(smart phones, online devices and social media\)](#)
- [Screen Time](#)
- [Parental Controls](#)
- [Privacy and your child](#)

Use of Information and Communication Technologies (ICT)

At Pimpama State School, students are prepared for their future by accessing contemporary technologies and online platforms for learning. The Information and Communication Technologies (ICT) Acceptable Use Agreement outlines expectations for students.

This policy applies to Information Communication Technologies provided to students by the school, and Bring Your Own (BYO) devices brought to school to engage in our BYO Device programmes.

At Pimpama State School, students are expected to:

- use Information and Communication Technologies for learning purposes only. This may include:
 - engaging in assigned class work or assignments set by the teachers
 - accessing educational platforms or applications under the guidance of school staff
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for education purposes as supervised and approved by the school
 - conducting general research for school activities
 - communicating or collaborating with other students, teachers or experts in relation to school work
- treat ICT resources with respect and care
- login to online applications using the login details provided by the school
- be courteous, considerate and respectful of others when using ICT
- apply all school learning expectations to online environments (i.e. all of the school rules apply when using ICT)
- respect the rights of staff to teach using ICT
- respect the rights of students to learn using ICT

It is unacceptable for students to:

- use ICT in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- use communication platforms (e.g. messenger, email) during school hours for purposes other than schoolwork

- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the devices (including those with Bluetooth functionality) to cheat during exams or assessments
- use devices at exams or during class assessments unless expressly permitted by school staff

Misuse and breaches of acceptable usage:

- Information and Communication Technologies misuse will be dealt with in accordance with the *Disciplinary Consequences* section of the Student Code of Conduct.
- 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 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 ICT may result in 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.
- 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.
- 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.

Use of bring your own (BYO) devices

Pimpama State School's Bring Your Own (BYO) device programs provide students with the opportunity to bring their own iPad (Prep to Year 3) or Laptop (Year 4 to Year 6) to school, and engage with cutting-edge, 21st century learning.

Student Responsibilities

To support engagement in the BYO program, students:

- bring their device each day, charged and ready for learning.
- download the InTune Company Portal app using their school username and password to connect to the Department of Education network and access school apps. All apps are purchased by the school, and are provided to students for the duration of their enrolment.
- only access the internet via the Department of Education network while on the school grounds.
- only use school appropriate apps while at school.
- store their device safely in their bag before and after school.
- only use their device during designated learning times.
- only use their own device, and do not share BYO devices with other students.

Parent/Carer Responsibilities

To support their child's engagement in the BYO program, parents/carers:

- complete and sign an Acceptable Use Agreement with the student, agreeing to the expectations outlined in the Student Code of Conduct.
- provide a suitable, durable case and protective sleeve to transport the device in.
- ensure careful monitoring of the content on devices while not at school.
- ensure 4G/5G mobile network connections on devices are removed or password protected. Students are not permitted to access unfiltered networks while on the school grounds.
- back up important files as required. Pimpama State School staff will not be held liable for any accidental erasure of files and in the unfortunate event that this did occur; parents/carers will be responsible for restoring these.
- support their child with the student responsibilities.

Staff Responsibilities

To support engagement of students in the BYO program, teachers:

- explicitly teach responsible use of devices
- monitor appropriate use of devices through the use of the classroom app (Prep to Year 3) and AB Tutor (Year 4 to Year 6)
- ensure students and parents/carers are familiar with Pimpama State School's BYO devices policies.
- implement expectations for BYO device use.
- who see a student not following the expectations outlined, will take reasonable action to ensure the commitments outlined in this policy are met.
- issue disciplinary consequences for students who breach this aspect of the Student Code of Conduct.

Phones **away** for the day

Pimpama State School is committed to reducing the negative impacts of mobile phone and smart device use on the school grounds to provide optimal learning environments for all students. Included in this commitment is ensuring:

- the privacy of students and staff is maintained,
- opportunities for students to engage in or experience online bullying is minimised,
- distractions caused by mobile phones or smart devices do not interfere with learning, and
- students engage in face-to-face social interactions while at school.

For the purpose of this policy, mobile devices include all:

- mobile phones,
- wearables such as smartwatches, and
- other technologies which have the ability to connect to telecommunication networks or the internet outside of the Department of Education school network.
- other technologies which have the ability to take recordings, images or video.

Mobile devices (such as smartwatches) set to flight mode, school mode or a similar mode are also included in this policy, as the school does not monitor or manage the settings associated with these modes.

BYO iPads and Laptops which are connected to the Department of Education network and monitored by school staff are not included in this policy, however, guidelines are outlined in the *Use of information and Communication Technologies (ICT)* section of the Student Code of Conduct.

Student Responsibilities

Families have many reasons for providing their child with a mobile phone or smart device before or after school. While there are times it is genuinely appropriate and beneficial to have access to a mobile phone or smart device, these times are outside of school time and outside the school grounds.

To ensure students are able to access their mobile phone or smart device outside of school time and outside the school grounds, students must adhere to the following responsibilities:

- Students are not permitted to access a mobile phone or smart device during school time, or on the school grounds.
- Students who bring a mobile phone or smart device to school must keep the device in their bag, on silent for the duration of the school day and while on school grounds.

- Students are welcome to sign their mobile phone or smart device in at the office, however, the device must be clearly named.
- Students are not permitted to access a mobile phone or smart device during school excursions, camps, or other extra-curricular activities while they are under the supervision of school staff.
- Students who need to contact their parents/carers during school time or while on school grounds are permitted to speak with the school office staff who will contact the student's parents/carers.
- Mobile phone or smart devices at school are strictly the responsibility of the child. Pimpama State School will not accept any liability and responsibility for stolen, damaged or misplaced devices.
- If provided an exemption, only using the mobile phone or smart device for the agreed purpose.

Parent/Carer Responsibilities

- Parents/carers support their child to meet the expectations of mobile phone and other device use at Pimpama State School.
- Parents/carers support implementation of this policy by using the school's preferred communication channels to contact their child during school hours (i.e. contacting the school office to pass on an important message, or requesting to speak with their child).
- If required, parents/carers apply for exemptions for medical, disability and/or wellbeing reasons by discussing their concerns with the school principal.

Staff Responsibilities

- Staff ensure students and parents/carers are familiar with Pimpama State School's use of mobile phones and other devices policies.
- Staff implement expectations for student mobile phone and other device use.
- Staff who see a student not following the expectations outlined, will take reasonable action to ensure the commitments outlined in this policy are met.
- Staff issue disciplinary consequences for students who breach this aspect of the Student Code of Conduct.

Appropriate use of social media

Pimpama State School encourages parents/carers to carefully consider if their child is of an appropriate age to access social media.

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Preventing and Responding to Bullying

Pimpama State School Student Code of Conduct



Pimpama State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school. A priority for Pimpama State School is the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

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

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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



Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

Bullying Prevention

Pimpama State School engages students with anti-bullying and cyberbullying education programs as a universal support embedded in the delivery of the Australian Curriculum. In addition to this, Pimpama's 6 Kinds of Best, incorporates elements which builds students self esteem and enhances social interactions. This prevention method is designed to education students on:

- seeing value in themselves
- forms of bullying, and how to recognise bullying
- implications of bullying
- strategies to respond to bullying
- being an upstander, not a bystander
- The 'High 5' response
- resilience training

Student Response to Bullying

The High 5 response is explicitly taught to all students, and serves as an intervention strategy for students who experience bullying.



Students who experience bullying at school, are encourage to use the High 5 and stay cool!

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

Students who witness bullying are encouraged to be an upstander.

1. **Be a buddy**
2. **Interrupt**
3. **Speak out**
4. **Tell an adult**

Staff Response to Bullying

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



Staff Response to Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher for assistance in preventing and responding to cyberbullying.

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

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

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

How to manage online incidents that impact your school

Student protection

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

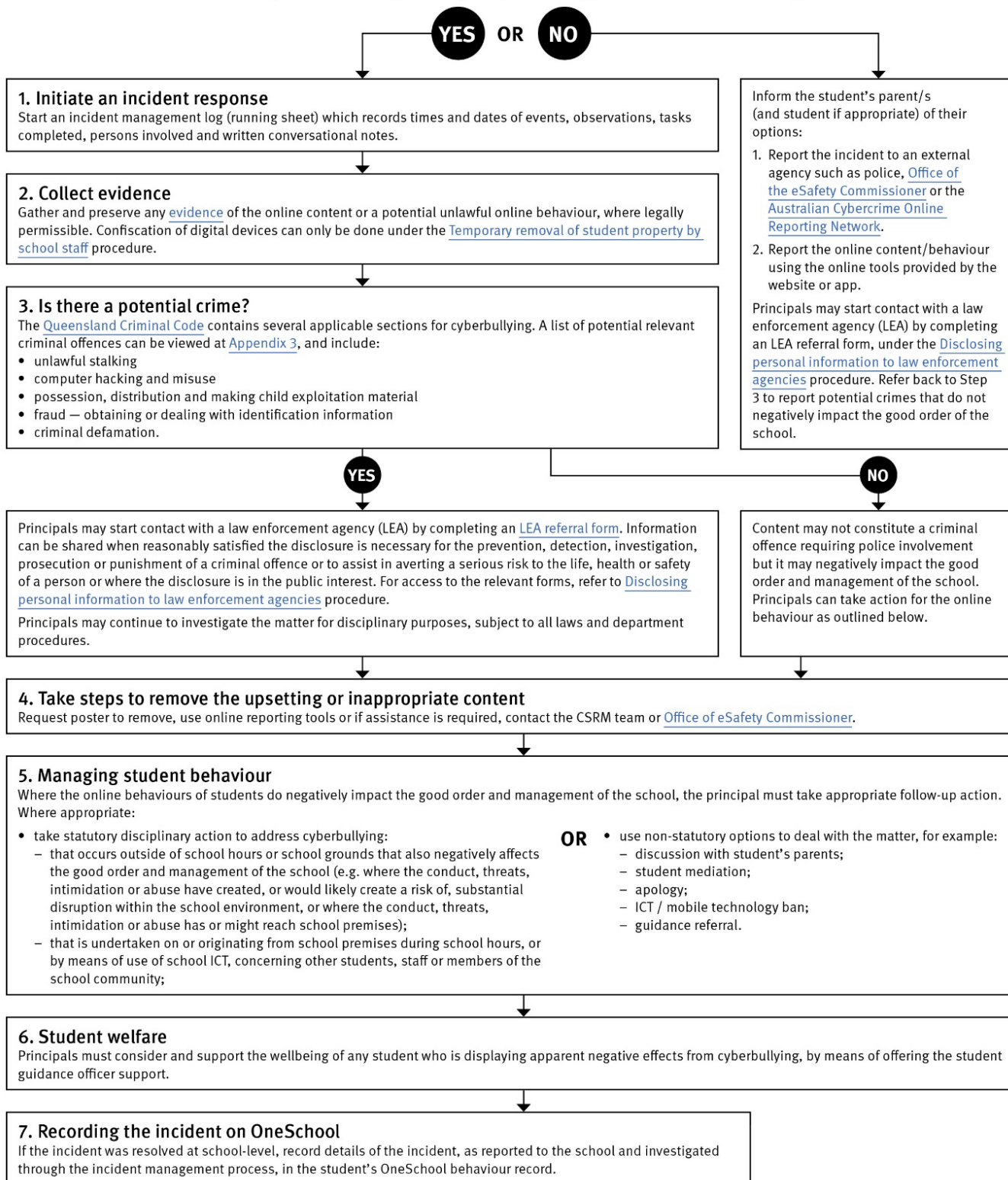
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

Restrictive Practices

Pimpama State School Student Code of Conduct



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.

Our use of restrictive practices is guided by Team Teach – a proven and widely used framework for positive handling, in which staff members have been trained.

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](#).

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

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider

whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

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

Critical Incidents

Pimpama State School Student Code of Conduct



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

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

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

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

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

School Dress Code Policy

Pimpama State School Student Code of Conduct



At Pimpama State School, we believe that maintaining a high standard of appearance contributes to a positive and productive learning environment. Our dress code reflects our commitment to professionalism, respect, and unity within our school community. Our school uniform is compulsory and must be worn by all students. It is a reflection of our school identity, promotes equality among students and fosters a sense of belonging. The uniform requirements are out-lined in detail and should be strictly followed. We appreciate the support of parents/guardians in ensuring that their child consistently adheres to our dress code. By working together, we can maintain a positive and inclusive school culture that prepares our students for success. Students are expected to be dressed in an appropriate sized uniform.

Under the Education (General Provisions) Act 2006, Chapter 12, Part 9 ss.360-363; A State school's Principal may develop a dress code for the school's students that is to apply when the students are attending, or representing, the school.

The dress code may provide for the following:

- Standards of what is acceptable in relation to the clothing worn by the students, including headwear and footwear;
- Standards of what is acceptable in relation to other aspects of the personal presentation of the students.

Daily Uniform

Pimpama State School Polo Shirt



Pimpama State School Formal Shirt



(Must be worn every Friday)

Royal Blue Shorts or Skorts



Pimpama State School Hat



Winter Uniform

Pimpama State School Jacket or Knit Jumper

Pimpama State School Tracksuit Pants or Navy Blue Stockings



Footwear

Plain Black Leather School Shoe or Plain Black Jogger (with black shoe laces)

White Socks (worn at ankle length)



Correct Shoes

Incorrect Shoes



Jewellery and Cosmetics

The wearing of jewellery is to be limited to one earring per ear lobe and these are to be either sleepers or plain studs. Spacers are not to be worn and are prohibited. No rings, necklaces or bracelets should be worn other than necklaces or bracelets for religious or medical purposes. Any religious or medical necklaces must have prior approval by the Principal before being worn. These items, if approved by the Principal, must be worn beneath the uniform and not be visible at any time. There is to be no visible body piercing or visible tattoos, including temporary tattoos. Makeup and nail polish are not permitted. Students wearing makeup or nail polish at school will be provided with the resources to remove it immediately and parents will be contacted.

Hair

Hair should be kept neat and tidy. Long hair for both genders must be tied back. Unnatural colouring or style is not permitted. Some examples of this include, but are not limited to, tracks, mohawk styles and other excessive styling. Hair accessories should be in school colours only.

Hats

Only Pimpama State School hats are permitted to be worn. All other hats and caps are prohibited. Hoods are not considered to be appropriate substitutes for a school hat. The school adopts the “No hat, No play” policy. Hats should not be worn indoors.

Non-Compliance of the Pimpama State School Dress Code

Students unable to wear an item of the correct uniform must comply with the following procedures:

- Report to the class teacher or office.
- Parents or carers provide a note or contact the Principal or relevant Deputy Principal, explaining the uniform breach and the time period of which they will be unable to wear the correct full uniform.

Continual Breaches of the Pimpama State School Dress Code

If a student is identified as repeatedly being non-compliant with the Pimpama State School Dress Code the following

process will be followed:

- The student will have a meeting with a member of the executive team and will receive a verbal reminder of the uniform code and warning.
- After an additional breach, a notice will be sent to the student’s parent or carer to request a meeting to discuss any issues that may be contributing to the students failure to comply with the Pimpama State School Dress Code.
- If the student continues to breach the Pimpama State School Dress Code, parents or carers will be contacted and asked to bring the correct uniform in to school. Failing this, students may be supplied with a clean uniform which **MUST** be returned at 3:00pm that afternoon.
- The student’s parent or carer will be requested to attend a meeting with the Principal.

Under the Education (General Provisions) Act 2006 Section 362 of the Act (1) If a student of a State school does not comply with a dress code for the school’s students, developed under section 360, the school’s Principal may impose the following sanctions:

- a) Detention of the student for a period mentioned in section 283(3);
- b) Prevent the student from attending, or participating in, any activity for which the student would have been representing the school;
- c) Prevent the student from attending, or participating in, any school activity that, in the reasonable opinion of the school’s Principal, is not part of the essential educational program of the school.

Uniform purchases can be made online through Flexischools and will be delivered to classes.

<https://www.flexischools.com.au>

