Student Code of Conduct

2021 - 2023

PIMPAMA
STATE SECONDARY COLLEGE

TOGETHER WE SUCCEED
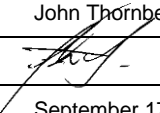
Every Student Succeeding

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 2021-2025

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Endorsement

Principal Name:	John Thornberry
Principal Signature:	
Date:	September 17 2020

P/C President and-or School Council Chair Name:	
P/C President and-or School Council Chair Signature:	Sara Syme
Date:	September 17 2020

Contents

Purpose

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

The Pimpama State Secondary College 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. We recognise the important relationship between academic success and social behaviour.

The classroom must be a place where every child is provided with opportunities to succeed. For adolescents that experience challenges in engaging and participating in learning, the classroom can be a place fraught with anxiety and negative emotions. Learning is an emotional business and the attitudes and beliefs that young people have about themselves can both validate or stifle academic performance (Farrington, et al., 2012).

The factors that contribute to student engagement can be categorised into two areas.

1. The learning environment, which accounts for both the structural and organisational aspects of the classroom, such as student expectations, seating plans and visual prompts.

2. The deliberate instructional practices the teacher uses to respond to individual and group learning needs.

The Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Shared expectations for student behaviour are plain to everyone, assisting Pimpama State Secondary College to create and maintain a positive and productive learning and teaching environment, where ALL college community members have clear and consistent expectations and understandings of their role in the educational process.

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.
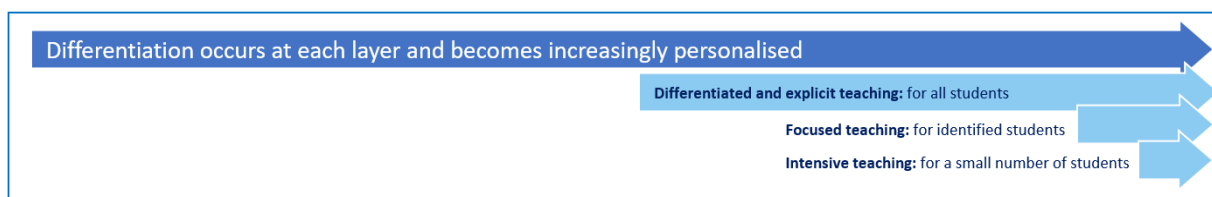
Farrington, C. A., Roderick, M., Ainsworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). *Teaching Adolescent Learners. The Role of Noncognisitve Factors in Shaping School Performance: A Critical Literature Review.* Chicago: University of Chicago.

Learning and Behaviour Statement

Tiered System of Support

Pimpama State Secondary College uses a tiered systems of support (TSS) as the foundation for our integrated approach to learning and behaviour. TSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in TSS school staff match increasingly intensive interventions to the identified needs of individual students.

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

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL 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.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom.

Tier 1: Differentiated and Explicit Teaching

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

All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. The Essential Skills for Classroom Management (ESCM) are the evidenced based strategies that teachers use to implement and reinforce expectations and create a positive learning community. A balance model ensures there is a good balance between conversations involving correction and reinforcement and conversations that focus on growth, motivation and engagement.

The language of acknowledgment involves:

- Encouraging and positive body language, descriptive encouragement, cueing with parallel acknowledgement.

The language of correction involves:

- Selective attending, redirecting to the learning, giving a choice, following through consistently when addressing challenging behaviour, while taking developmental norms and behavioural function into account

Language of Acknowledgement

Body Language Encouraging
Descriptive Encouraging
Cueing with Parallel
Acknowledgement

Language of Correction

Selective Attending
Redirecting to the Learning
Giving a Choice
Following Through

Language of Expectation

Establishing Expectations

Instruction Giving

Waiting and Scanning

The language of expectation involves:

- Explicit teaching of expected behaviours and expectations in the setting they will be used
- Giving clear and concise instructions while students are focussed.
- Waiting and scanning after giving an instruction to allow students to action the instruction

Curriculum and Pedagogy

Pimpama State Secondary College acknowledges the positive impact that meaningful relationships between teachers and students can have on academic and social outcomes. Engagement and success in learning occur best when students feel they belong and in the classroom and their contributions within the classroom are welcomed. Teachers use a range of strategies to build an inclusive and positive classroom environment.

The pedagogical framework (common language of instruction) used at PSSC is ***The New Art & Science of Teaching***.

The New Art & Science of Teaching. Marzano, Robert (2017)
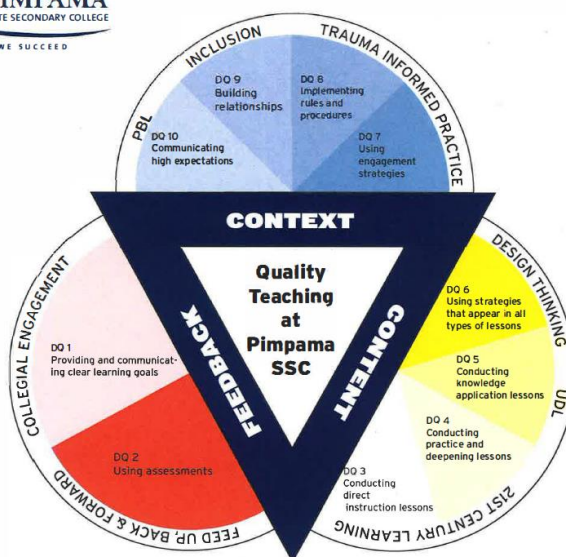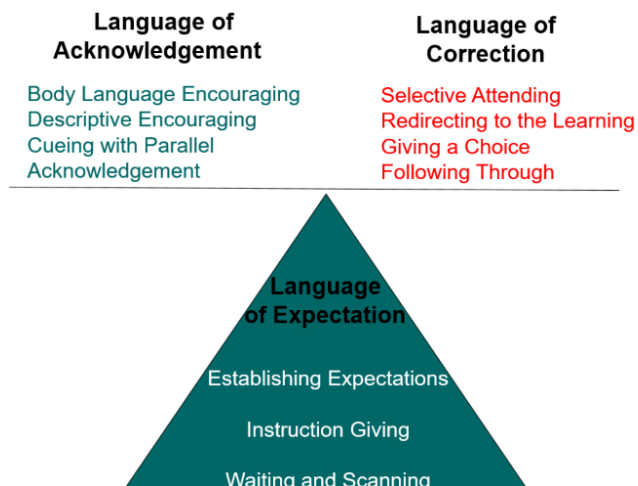
In building a community of learners in their classrooms, teachers focus specifically on the domain of 'context'. While preparing for their classes they reflect on the four design questions within this domain and consider the balance between the language of acknowledgment, correction and expectation:

- Using engagement strategies
- Implementing rules and procedures
- Building relationships
- Communicating high expectations

Teachers will draw upon the knowledge and skills they have of Positive Behaviour for Learning (PBL), Inclusive Practices and Trauma Informed Practice (TIP) as they respond to the design questions and cater for a diverse range of learners.

Students also engage in weekly lessons during Pride Time that promote awareness and understanding of the College Expectations and values, Perseverance, Respect, Integrity, Dedication and Empathy.

Tier 2: Focused Teaching

Some students require more targeted instruction and support 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.

PSSC has a range of support staff that work with students and their families. The goal of our support staff is to identify factors that are impacting on engagement and appropriate behaviour then put in place intervention strategies aimed at re-engaging students in their learning.

Focused Teaching (Tier 2) builds on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. This support is provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations.

The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions are developed in partnership with the classroom teacher, school support staff, parent/carer and the student.
- all stakeholders must play a role in the development and implementation of the intervention if it is to be successful.
- interventions are evidenced based and aligned to the student's individual circumstances and needs.

Tier 3: Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. 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 mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Student Wellbeing

Pimpama State Secondary College offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked. Students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The **Pimpama State Secondary College Learning & Wellbeing Framework** provides a framework within which we create positive school cultures and embed student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

The framework identifies the following three areas of action:

Creating safe, supportive and inclusive environments	Building the capability of staff, students and the school community	Building the capability of staff, students and the school community
• providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised • developing an approach to wellbeing that supports the collective action of parents, support services and the wider community • demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community • explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing • making sure the physical environment and school policies and practices are accessible and inclusive of students and families • providing learning opportunities and environments that promote healthy lifestyle choices	• providing health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety • identifying opportunities to build the capabilities of teachers and school leaders to support a whole school approach to wellbeing and its connection to learning • communicating information and advice on the benefits of supporting young people to be healthy, confident and resilient • promotion of local support services to families whose children have higher levels of need • committing to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.	• planning and documenting school processes to support staff to respond appropriately to students at risk • recognising the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning • sharing responsibility for supporting students at risk by: • seeking support from the student support team as first responders • encouraging students and families to access appropriate support services • facilitating a wrap-around approach for students involving parents, school support services, health professionals and other agencies

Pimpama State Secondary College monitors student wellbeing and engagement through:

- attendance rates
- student retention rates
- learning days lost due to student disciplinary absences
- School Opinion Survey responses
- level of achievement data
- behaviour data
- diagnostic assessment data

Whole School Approach to Discipline

Behaviour management fits within a broad educational context. To specifically address student learning needs, teachers must understand behavioural development as well as the range of cognitive and physical differences that influence student learning styles and abilities. When students are provided with relevant curriculum and tasks that allow them to succeed, the need for management conversations in classrooms is reduced.

At Pimpama State Secondary College we believe discipline is about more than punishment. . We also know that in schools that rely primarily on punishment as a way to address problem behaviour there is an increase in aggressive behaviour, vandalism and truancy. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

Teachers need to establish order in their class, and then respond flexibly to student management issues. Once students have a positive concept of themselves as learners and have developed greater self-control, the Essential Skills pertaining to the 'language of correction' are likely to be less frequently required. The core elements that allow for successful learning are: teachers setting clear expectations; acknowledging appropriate behaviour; and the timely correction of inappropriate behaviour. The 10 Essential Skills for Classroom Management provide teachers with a framework for developing these core elements of effective teaching.

The 10 Essential Skills for Classroom Management

1. Establishing Expectations
2. Instruction Giving
3. Waiting and Scanning
4. Cueing with Parallel Acknowledgement
5. Body Language Encouraging
6. Descriptive Encouraging
7. Selective Attending
8. Redirecting to the Learning
9. Giving a Choice
10. Follow Through

The development of the Pimpama State Secondary College Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL 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.

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

PBL is an evidence-based framework used to:
- Identify and explicitly teach the behaviours and expectations of all members of our school community within specific settings.
- Analyse and improve student behaviour and learning outcomes
- Ensure that only evidence-based practices are used correctly by teachers to support students
- Continually support staff members to maintain consistent school and classroom improvement practices.

PBL Expectations

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 three Positive Behaviour for Learning (PBL) expectations.

Students
Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Pimpama State Secondary College.

Expectations	Around the School	In the Classroom	In the Community
Look After Yourself	**Respectfully** follow school routines, policies and procedures - Respond positively to staff requests and instructions - Conduct yourself with honesty and **integrity** at all times. - Demonstrate **respect** for self by presenting to school each day neat, tidy and in correct uniform. - Be at school every day, on time and prepared to learn. - Show **dedication** and **perseverance** in achieving successful learning outcomes.	**Respectfully** follow classroom routines, policies and procedures as directed by your teacher. - Use all ICT software and devices in a responsible and **respectful** manner. - Arrive at class on time and prepared to participate in learning. - Set realistic goals for yourself to improve your learning. **Persevere** in the completion of class tasks, homework and assessment. - Demonstrate **respect** for self by taking pride in your work and completing all tasks to the best of your ability. - Demonstrate **dedication** by taking responsibility for your learning, seeking assistance when necessary and responding positively to feedback.	- Be an active and positive member of your local community - Your behaviour while representing the school should at all times reflect school expectations and policies. - Take care by travelling safely to and from school.

Expectations	Around the School	In the Classroom	In the Community
Look After Each Other	• Be **respectful** toward your peers by supporting and celebrating their success. • Demonstrate **respect** and **empathy** to all people through your language and actions • Demonstrate **integrity** by reporting behaviour that you witness or hear about that may cause harm to others. • Respect the personal space and property of other members of the school community. • Keep your hands to yourself and maintain personal space	• Actively participate in establishing and maintaining a positive and inclusive classroom environment. • Participate willingly in independent and collaborative activities • **Respect** the right of others to participate, express their opinions and be heard • Show **respect** to others by listening quietly when they are speaking • Use language that is **respectful** toward all members of the classroom. • Demonstrate integrity and empathy by not allowing any member of your class to feel unwelcome or unsafe.	• Demonstrate **respect** and **empathy** to all members of the community regardless of background or beliefs. • Take action to protect the wellbeing of your peers while participating in out of school activities. • Look out for the safety of younger members of the community while travelling to and from school.

Expectations	Around the School	In the Classroom	In the Community
Look After This Place	• Be respectful of school property and report vandalised/broken equipment • Conduct yourself in a manner that reflects the school's values and expectations • Use school resources safely and responsibly to minimise risk of injury and/or damage • Use pathways and stairs sensibly and not cause damage to railings, fences and gardens. • Ensure your activity is occurring in the appropriate area • Stay within designated areas • Keep the school environment safe and clean	• Move desks and chairs only with teacher permission • Ensure that furniture is restored to original classroom layout • Report vandalised/broken equipment or building damage • Keep equipment in good condition and use correctly • Use port racks for school bags/equipment • Keep the classroom environment safe and clean • Do not bring food into the classroom.	Be a positive ambassador for the school by: • Represent the school with pride and upholding school expectations • Display exemplary behaviour and respect whenever you are representing the school • Engage with members of the community in public places positively • Keep all entries and exits to the school clear and orderly and act safely • Be courteous and respectful toward property and members of the public while travelling on public transport.

It is clear from the research that teacher expectations, behaviours and interactions within the classroom all play a significant role in successful engagement. (Emmer, Everson, & Worsham, 2006), attest to the need for rules and contend that it is not possible for a teacher to conduct instruction or for a student to learn without guidelines for how to behave in the classroom.

The Every Lesson, Every Day Lesson Checklist provides an easily accessible version of the PBL Expectations within the classroom. They describe the expectations of both students and teachers.

Every Lesson, Every Day

LESSON CHECKLIST

STUDENT   **TEACHER**

BEFORE CLASS	
Be at class on time and prepared to learn.	Be at class on time and prepared to teach.
Have all learning materials ready for the lesson.	Have all teaching materials ready for the lesson.
Line up in 2 lines, and wait for teacher.	Ensure students line up in 2 lines.
Have uniform pass ready to present to teacher.	Check student uniforms.
Enter room quietly when invited to.	Invite students to enter room once quiet.

DURING CLASS	
Stand behind chairs until greeted and invited to sit down.	Mark roll on Daymap.
Write and discuss Learning Goal and Success Criteria.	Write and discuss Learning Goal and Success Criteria.
Reflect on prior knowledge.	Review students prior knowledge.
Demonstrate PRIDE while learning.	Reward PRIDE behaviours with PRIDE Points.
Follow classroom routines, policies and procedures.	Ensure classroom routines, policies and procedures are clear.

END OF CLASS	
Reflect on your learning.	Reflect on the Learning Goal and Success Criteria.
Tidy up the room and return any borrowed equipment.	Ensure that the classroom is tidied and equipment is returned.
Stand behind your chairs and wait quietly to be dismissed.	Ensure students stand behind their chairs and dismiss the class after the bell.

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E. T., Everson, C., & Worsham, M. E. (2006). *Classroom Management for Middle and high School Teachers.* Boston: Pearson.

Parents/Carers and staff – Together we Succeed

As our school motto suggests we believe that in order to be successful, students need the support provided by parents/careres and school staff. The table below explains the PBL expectations for parents and the standards we commit to as staff.

Looking After Your Child

What we expect to see from you	What you can expect to see from us
You have a concern about your child's progress in class or their wellbeing at school. You make contact with the school and ask to speak with the class teacher or support staff to discuss matters relating to your child.	We will respond as soon as practicable (within 48 hours) to your request for an appointment and negotiate a mutually agreeable date and time with you.
Keep up to date with class assessment tasks and due dates. Encourage your child to make an early start and meet timelines for drafts. Check feedback from the teacher.	Assessment tasks and timelines will be communicated to parents & carers at the start of the unit. Drafts will be reviewed and feedback will be provided in a timely manner to allow students to incorporate feedback into the final submission
Ensure your child attends school every day and is ready to learn with the correct uniform, books, pens and laptop.	We will create a safe, supportive and inclusive environment for every student. We will work with you to support your child's attendance if they are reluctant to attend regularly.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
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.

Looking After Each Other

What we expect to see from you	What you can expect to see from us
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 are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You approach the class teacher or member of the school leadership team if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to address any complaints or concerns about the behaviour of staff, students or other parents.

Looking After our School

What we expect to see from you	What you can expect to see from us
You respect school, student and staff privacy in your online communications.	We will act to address social media issues that affect staff, students or families.
You stay informed about school news and activities by reading emails, the school newsletter and other materials sent home by school staff.	We will use emails, Facebook and the electronic school newsletter as the means of notifying parents about school news, excursions or events.
Where you are able, make positive contributions to the school by participating in P&C, attending school events, providing constructive feedback to the Principal through consultative forums, in person or by email.	The school will continue to work with the community to facilitate greater communication and feedback and consider and enact ideas where practicable.

Consideration of Individual Circumstances

Staff at Pimpama State Secondary College 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 is based on the principles of equality and equity. Equality ensures students receive equal amounts of support and instruction regardless of background or circumstance. Equity, is about responding differently to each student based on their individual needs and providing them with the tools each specifically needs to thrive. This 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.

It is for this reason that a referral process to our Student Support Team is made so that an understanding of a student's circumstances is helps inform decision making for further support and/or disciplinary

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the 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 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.

Disciplinary Consequences

The disciplinary consequences model used at Pimpama State Secondary College follows the same differentiated approach used in the proactive teaching and support of student behavioural 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 problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. A continued pattern of low-level behaviour 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, 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 behaviour 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 problem behaviour.

Minor and major behaviours

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

Minor problem behaviour is handled by staff members at the time it happens.
Major problem behaviour is referred directly to the Year Level Student Advisor.

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not significantly violate the rights of other students to learn;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not significantly violate the rights of others to feel safe and supported
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration, but may be referred to a Student Advisor or Head of Department.
- may result in disciplinary consequences that include, but are not limited to; loss of privileges, detentions, short-term withdrawal from the classroom, behaviour monitoring programs, restricted access to extra-curricular programs or the school network.
- do not result in suspension or community intervention.

Major behaviours are those that:

- significantly violate the rights of others (staff and/or students) to feel safe, to feel supported or to be able to engage in teaching and learning without significant disruption;
- put others / self at risk of harm; and
- require the involvement of school administration.
- may result in community intervention, suspension or exclusion.

Definitions of Minor and Major Examples of Behaviour by Category

Category	Definition	Minor	Major
Abusive language	• Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	• Low level inappropriate language (written or verbal) not directed at or about another person.	• Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way. • Offensive language directed at a staff member
Behaviour that harms the good order and management of the school	• Behaviour in a private capacity that is prejudicial to the good order and management of the school.	• Low level/isolated behaviour while representing the school and/or being identified as a member of the school	• Serious behaviour while representing the school and/or being identified as a member of the school e.g. fighting, abusing members of the public, smoking • Inappropriate use of personal technology devices or social networking sites (at any time from any location), which brings the reputation of the school and or school community into disrepute.
Bomb Threat/False Alarm	• Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.		• Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
Bullying	• The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling. This may include single or 'one-off' incidents or repeated behaviours.	• Low level irregular/isolated incidents of bullying behaviour e.g. minor name calling that does not continue for significant periods of time with minimal impact on the wellbeing of others.	• Serious or continued bullying, harassment or threatening behaviour that causes or has the potential to cause harm (physical or emotional)
Defiance	• Student refuses to follow adult directions.	• Low level/isolated failure to respond in a timely manner to requests or direction of a staff member. • Irregular/isolated failure to follow school policies e.g. incorrect attire, use	• Refusal to respond to a direction from a staff member. • Persistent misbehaviour despite previous warnings and support. • Regular failure to follow school policies e.g. incorrect attire, use of mobile

		of mobile phone and accepts consequences.	phone and refuses to comply with consequences.
Disrespect	• Student delivers socially rude or dismissive messages to adults or students.	• Student is disrespectful or dismissive towards adults.	• Possession or sharing of pornographic material or sexual items/materials. • Engaging in sexual behaviour and/or lewd behaviour during school or while representing the school.
Disruption	• Student engages in behaviour causing an interruption in a class or school activity or event.	• Student engages in low level/isolated behaviour causing an interruption in a class or school activity. Disruption includes any behaviour that negatively impacts student engagement or interrupts teaching.	• Student engages in behaviour causing a continuous or significant interruption in a class or school activity. Disruption includes any behaviour that negatively impacts student engagement or interrupts teaching.
Dress code	• Student wears clothing that is near, but not within, the dress code guidelines defined by the school.	• Student wears clothing that is not within the dress code guidelines defined by the school.	
Fighting	• Student is involved in mutual participation in an incident involving physical violence.		• Student is involved in mutual participation in an incident involving physical violence.
Harassment	• The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	• The isolated or irregular delivery of disrespectful messages in any format, the nature of which cause minimal harm or was not intended to cause harm.	• Ongoing delivery of disrespectful messages in any format that is intended to harm or offend the recipient/s. • The delivery of threats or disrespectful messages in any format to a member of staff or community.
Physical aggression	• Student engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression.	• Student engages in isolated actions involving physical contact with other children that are not intended to cause harm.	• Student engages in actions involving physical contact with other children where injury may occur. • Students encourage, facilitate or incite violence using any form of communication. (Includes encouraging others onto school premises).

			• Student engages in planned actions so as to cause physical harm to another student. • Student engages in actions involving deliberate physical contact with a member of staff or community
Plagiarism	• Student has signed a person's name without that person's permission, or claims someone else's work as their own.	• Student has signed a person's name or claims someone else's work as their own (context of incident will determine seriousness)	• Student has signed a person's name or claims someone else's work as their own (context of incident will determine seriousness).
Property misuse	• Student engages in misuse of property. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	• Isolated/irregular unsafe behaviour involving climbing/jumping over railings/building or structures around the school • Lack of care for school environment e.g. littering	• Deliberate misuse of equipment that creates a safety risk to self or others and/or damage to property.
Property damage	• Student participates in an activity that results in destruction, damage or disfigurement of property.	• Accidental minor damage to school or other person's property as a result of careless behaviour	• Theft of school or personal property • Vandalism
Substance misconduct involving tobacco and/or other legal substances	• Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.		• Student is in possession of or is using tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers, vaping device. • Student is supplying tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers, vaping device.
Substance misconduct involving illegal substances	• Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.		• Student is in possession of or is using illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bongs, papers, lighters, matches, pipes, needles, syringes.

			• Student is supplying illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bongs, papers, lighters, matches, pipes, needles, syringes and scales "baggies".
Technology violation	• Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	• Isolated/irregular use of device during class to access games, websites etc… not related to classroom activity	• Student engages in inappropriate use of mobile phone, drone, smartwatch, camera, computer or other communication device (as defined by Use of Mobile Phone or Digital Device Policy). • Student undertakes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.
Theft	• Student is involved in theft by being in possession of, having passed on, or being responsible for removing someone else's property.		• Student is involved in theft by being in possession of, having passed on, or being responsible for removing someone else's property.
Use/possession of combustibles	• Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).		• Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).
Use/possession of weapons	• Student is in possession of knives and guns (real or look alike), or other objects capable of causing bodily harm.		• Student is in possession of knives and guns (real or replica), or other objects capable of causing bodily harm.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Pimpama State Secondary College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension
Students who are suspended from Pimpama State Secondary College will be invited to attend a re-entry meeting on the day of their scheduled return to school. The aim of the re-entry meeting is for school staff to welcome the student back to school, set the student up for future success and strengthen home-school communication.

While it is not mandatory for the student or their parents to attend a re-entry meeting, participation in this meeting is an important support process for the student, to assist in their successful re-engagement in school following suspension.

Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking approximately 10 minutes in most instances. The number of participants is kept to a minimum with the student and a parent/carer invited along with the Principal) or delegate and any support staff that may be required.

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

Reasonable adjustments
In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Pimpama State Secondary College 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

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. In most cases, with the exception of illegal items or items that have reasonable potential to cause harm to persons or damage to property, the item will be returned to the student at the end of the school day.

The following items are explicitly prohibited at Pimpama State Secondary College 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 Secondary College:
- 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.

Parents of students at Pimpama State Secondary College
- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  o is prohibited according to the Pimpama State Secondary College Student Code of Conduct
  o is illegal
  o puts the safety or wellbeing of others at risk
  o does not preserve a caring, safe, supportive or productive learning environment
  o 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 Secondary College
- 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 Secondary College 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.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Pimpama State Secondary College has determined that the school will afford students the right to responsibly use mobile phones and other digital devices during lunch breaks and prior to the commencement of the school day.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Pimpama State Secondary College to use mobile phones or other devices during lunch breaks and before classes start in the morning and for assigned class work as directed by their teachers.

It is **unacceptable** for students at Pimpama State Secondary College to:
- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- ignore teacher directions for the use of social media, online email and internet chat
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras to take images designed to harass or embarrass
- 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 a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

All members of the school community should be aware that:

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

In addition students and their parents should:

- understand the responsibility and behaviour requirements that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email

Preventing and responding to bullying

Pimpama State Secondary College uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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.

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 important as they may lead to further behaviours that do constitute bullying and need to be addressed and resolved. At Pimpama State Secondary College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Pimpama State Secondary College teachers 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.

Cyberbullying

Cyberbullying is treated at Pimpama State Secondary College with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 report the incident through Stymie www.stymie.com.au . Your bullying report will go to the Principal and will be re-directed to the appropriate Student Advisor, sub-school Head of Department or Deputy Principal. You should have a response to the notification within 24 hours. If you have not heard from one of these people please make your way to the administration building and ask to speak to your sub-school Deputy Principal.

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 Secondary College 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.

Pimpama State Secondary College – Bullying and Cyberbullying response flowchart for school staff

- Students may report an incident of bullying/cyber-bullying in person to any member of staff at Pimpama State Secondary College.

- Students may report an incident of bullying/cyber-bullying electronically through www.stymie.com.au

- When reporting an incident please include (where possible) evidence of the bullying e.g. names of witnesses, screenshots of offensive/threatening messages, time and place of instances where bullying took place.

```
                        ┌──────────────────────────┐
                        │  Bullying incident occurs │
                        └──────────────────────────┘
                             │                 │
                             ▼                 ▼
         ┌────────────────────────┐   ┌────────────────────────┐
         │  Report in person to   │   │      Report online     │
         │      staff member      │   │    www.stymie.com.au   │
         └────────────────────────┘   └────────────────────────┘
                      │                            │
                      ▼                            ▼
         ┌────────────────────────┐   ┌────────────────────────┐
         │   Student completes    │   │  Stymie report received│
         │ incident report and    │   │      by Principal      │
         │   hands to teacher     │   │                        │
         └────────────────────────┘   └────────────────────────┘
                      │                            │
                      ▼                            ▼
         ┌────────────────────────┐   ┌────────────────────────┐
         │  Student sent to student│  │  Stymie report sent to │
         │  advisor or sub-school  │  │ appropriate staff member│
         │  HoD/DP (depending on   │  │       for action       │
         │       urgency)          │  │                        │
         └────────────────────────┘   └────────────────────────┘
                      │                            │
                      ▼                            ▼
         ┌────────────────────────┐   ┌────────────────────────┐
         │  Staff member follows up│  │ Principal follows up same│
         │  as soon as practical to│  │  day to ensure message │
         │  ensure student was     │  │  has been received and │
         │     spoken to           │  │  response has occurred. │
         └────────────────────────┘   └────────────────────────┘
                      │                            │
                      ▼                            ▼
         ┌────────────────────────┐   ┌────────────────────────┐
         │  Student advisor or sub-│  │ Student advisor or sub-│
         │  school HoD/DP responds │  │ school HoD/DP responds │
         │  as appropriate to      │  │ as appropriate to      │
         │  bullying allegation    │  │ bullying allegation    │
         │  within 24 hrs          │  │ within 24 hrs          │
         └────────────────────────┘   └────────────────────────┘
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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 Secondary College 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 Network 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 Secondary College 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 internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of 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 (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 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.

Restrictive Practices

School staff at Pimpama State Secondary College 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 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 seclusion/ physical restraint/ containment/ 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** found here

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

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

Supporting Gender Diverse Students

Commitment

Pimpama State Secondary College (PSSC) is committed to providing all students with access to high quality education. All members of our school community have the right to feel safe, be respected and free from discrimination based on gender, language, sexual orientation, culture, ethnicity, religion, health, disability or socioeconomic background.

At PSSC we acknowledge our diversity and respect all students and their choice to live authentically in their gender identity. As a school community we will:

- Promote positive educational outcomes for gender diverse students;
- Promote an inclusive school community which encourages all students to be authentic and acknowledge their gender identity;
- Promote compliance with relevant legislation concerning discrimination and privacy;
- Work collaboratively with local community members to support gender diverse students and their families;
- Negotiate and respond to the individual needs of gender diverse students;
- Support staff in the ongoing development of inclusive curriculum that incorporates gender diverse perspectives.

Legislation

Legislation seeks to promote equality of opportunity for all by prohibiting both direct and indirect discrimination. Relevant legislation includes:
- Anti-Discrimination Act (QLD) 1991
- Information Privacy Act (QLD) 2009
- Education (General Provisions) Act (QLD) 2006
- Sexual Discrimination Act (Cth) 1984
- Sexual Discrimination Amendment (Sexual Orientation, Gender Identify and Intersex Status) Act (Cth) 2013

Policy

Student Transitions

At PSSC we acknowledge each student's gender identity. Each student experiences a unique transition process, which requires varying levels of collaboration and support. PPSC will work collaboratively with students and their families to negotiate a transition plan which is specific to their needs. This plan is an ongoing collaborative process that is adapted regularly to suit the needs of the student.

In alignment with the Information Privacy Act (QLD) 2009, a person's gender identity, legal name or gender assigned at birth is private. Disclosing this personal information without justification or consent is a breach of privacy and confidentiality.

Student Name/s

Acknowledging a person's request to change their name or pronoun is an important part of validating their identity. The Guidance Officer will act in the students best interests in consultation with parents where possible. However, it is important that schools are in a sound position to assess risks and determine an appropriate course of action. PSSC staff should consult with the Guidance Officer to support gender diverse students. The Principal will direct staff to use the name, personal pronouns and gender identity the student requests.

School records

Acknowledging a person's name and pronoun through school records is an important part of validating their identity and respecting their privacy. It is a legal requirement that school records are made and kept accurately. School enrolment records must reflect the sex as stated on the student's birth certificate or passport. Academic reports can reflect the student's preferred name and gender.

Curriculum
At PSSC we pride ourselves on incorporating and promoting an inclusive curriculum. When developing curriculum staff consider current research and promote equitable access for all students. Regular professional development assists our staff in delivering curriculum which avoids generalisations and considers the perspectives of sexuality and gender identity.

Bathroom Facilities
Considerations about appropriate bathroom access will be negotiated with each individual student. At PSSC we work collaboratively to promote safety and comfort for all students. Some options that have been previously negotiated with students include the use of unisex bathroom facilities around the school.

School Uniform
The sports uniform available for all students is gender neutral.
At PSSC students are permitted to wear the formal uniform of their choice. Uniform and Dress code guidelines apply to all students. Students that do not comply with uniform policy are in breach of the PSSC Code of Conduct.

Extra Curricular activities (Dance, Physical Education and Sport)
All students have the right to participate in Dance, Physical Education and Sport. When an event or activity is separated by gender, the school will negotiate where possible for students to participate in their appropriate gender identity. It is essential to note that some physical activities (particularly representative sport) must consider the stamina, strength and physical requirements of each individual. Therefore, this may restrict the participation of some students in their chosen activity or require them to submit medical evidence based on the potential developmental impact.

School camps
At PSSC reasonable adjustments are made to enable participation in school camps for gender diverse students in consultation with students and their families. In preparation for school camps negotiations will take place with the host venue to accommodate the access, sleeping arrangements and bathroom facilities for gender diverse students.

Community support

Parental and Carer collaboration
At PSSC we encourage parental and carer collaboration where possible when supporting gender diverse students, in consultation with students and their families. A strong support network plays an essential role in the transition and ongoing support of gender diverse students. According to the Anti-discrimination Act 1991 a parent/carer is not exempt from direct or indirect discrimination based on gender identity.

Wellbeing services
Understanding or changing one's gender identity can be a challenging process. At PSSC we have a diverse team of internal and external student support services available. Some of the school based services also provide pathways and referrals to external services to further support students and their parent/care givers.

Discrimination, Harassment, Bullying

Any incidents of Discrimination, Harassment and Bullying will be actioned as per the PSSC Code of Conduct for students. These incidents can be reported directly to staff or via STYMIE.

Definitions/Glossary

- **Agender** - Describes a person who identifies as having no gender.
- **Asexual** - Describes a lack of sexual attraction. Asexual people may experience romantic attraction, but they do not feel the urge to act on these feelings sexually.
- **Assigned sex at birth** (ASB) – The sex (male or female) assigned to a child at birth, most often based on the child's external anatomy. Also referred to as birth sex, natal sex, biological sex, or sex.
- **BrotherBoy:** Aboriginal and Torres Strait Islander people may use these terms in a number of different contexts, however they can be used to refer to transgender and gender diverse people. BrotherBoy typically refers to masculine spirited people who were assigned female at birth.
- **Cisgender** – A person whose gender identity and assigned sex at birth correspond (i.e., a person who is not transgender).
- **Coming out** – The process by which one accepts and/or comes to identify one's own sexual orientation or gender identity (to come out to oneself). Also the process by which one shares one's sexual orientation or gender identity with others (to come out to friends, etc.).
- **Gender affirming surgery** (GAS) – Surgeries used to modify one's body to be more congruent with one's gender identity. Also referred to as sex reassignment surgery (SRS) or gender confirming surgery (GCS).
- **Gender dysphoria** – Distress experienced by some individuals whose gender identity does not correspond with their assigned sex at birth. Manifests itself as clinically significant distress or impairment in social, occupational, or other important areas of functioning. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) includes gender dysphoria as a diagnosis.
- **Gender expression** – The way a person acts, dresses, speaks, and behaves (i.e., feminine, masculine, androgynous). Gender expression does not necessarily correspond to assigned sex at birth or gender identity.
- **Gender fluid** – Describes a person whose gender identity is not fixed. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more one gender some days, and another gender other days.
- **Gender identity** – A person's internal sense of being a man/male, woman/female, both, neither, or another gender.
- **Gender non-conforming** – Describes a gender expression that differs from a given society's norms for males and females.
- **Gender role** – A set of societal norms dictating what types of behaviours are generally considered acceptable, appropriate or desirable for a person based on their actual or perceived sex.
- **Heteronormativity** – The assumption that everyone is heterosexual, and that heterosexuality is superior to all other sexualities.
- **Heterosexual** (straight) – A sexual orientation that describes women who are emotionally and sexually attracted to men, and men who are emotionally and sexually attracted to women.
- **Intersex** – Group of rare conditions where the reproductive organs and genitals do not develop as expected. Some prefer to use the term disorders (or differences) of

sex development. Intersex is also used as an identity term by some community members and advocacy groups.

- **Non-binary** - A term to describe someone who doesn't identify exclusively as male or female.
- **Pansexual -** Pansexuality is sexual, romantic or emotional attraction towards people regardless of their sex or gender identity. Pansexual people may refer to themselves as gender-blind, asserting that gender and sex are not determining factors in their romantic or sexual attraction to others
- **Outing** – Involuntary or unwanted disclosure of another person's sexual orientation or gender identity.
- **Same-sex attraction** (SSA) – A term that is used to describe the experience of a person who is emotionally and/or sexually attracted to people of the same gender. Individuals using this term may not
feel comfortable using the language of sexual orientation (i.e., gay, lesbian, bisexual) for personal reasons. Use of this term is not indicative of a person's sexual behaviour.
- **Sister Girl:** Aboriginal and Torres Strait Islander people may use these terms in a number of different contexts, however they can be used to refer to transgender and gender diverse people. SisterGirl typically refers to feminine spirted people who were assigned male at birth.
- **Trans man/transgender man/female-to-male** (FTM) – A transgender person whose gender identity is male may use these terms to describe themselves. Some will just use the term man.
- **Trans woman/transgender woman/male-to-female** (MTF) – A transgender person whose gender identity is female may use these terms to describe themselves. Some will just use the term woman.
- **Transgender** – Describes a person whose gender identity and assigned sex at birth do not correspond. Also used as an umbrella term to include gender identities outside of male and female. Sometimes abbreviated as trans.
- **Transition** – For transgender people, this refers to the process of coming to recognise, accept, and express one's gender identity. Most often, this refers to the period when a person makes social, legal, and/or medical changes, such as changing their clothing, name, sex designation, and using medical interventions. Sometimes referred to as gender affirmation process.

References and Additional Resources

- Department of Education. (2017) *Diversity in Queensland Schools: Information for Principals.*
- National LGBT Health Education Centre: A program of the Fenway Institute. (2016) *Glossary of LGBT Terms for Health Care Teams.* Boston, America.
- Telfer, M.M., Tollit, M.A., Pace, C.C., & Pang, K.C. *(2017) The Royal Children's Hospital: Australian Standards of Care and Treatment Guidelines for Trans and Gender Diverse Children and Adolescents.* Melbourne.
- Anti-Discrimination Commission Queensland: www.adcq.qld.gov.au
- Australian Human Rights Commission: www.hreoc.gov.au
- Queensland Human Rights Commission: https://www.qhrc.qld.gov.au
- Australian Transgender Support Association of Queensland (ATSAQ): www.atsaq.com
- Parents of Gender Diverse Children: www.pgdc.org.au
- TRASCEND Support: www.transcendsupport.com.au
- LGBTI Legal Service: www.lgbtilegalservice.org.au
- Open Doors Youth Service: www.opendoors.net.au

Related Procedures and Guidelines

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

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

Complaint Management

Pimpama State Secondary Collegestaff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution

- provide all the relevant information when making the complaint

- understand that addressing a complaint can take time

- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated

- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.
   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:
- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.