PIMPAMA
STATE SECONDARY COLLEGE

TOGETHER WE SUCCEED

Student
Code of Conduct

2024-2026

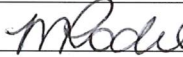*Equity and Excellence: realising the potential of every student*

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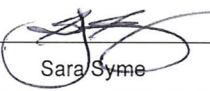
Queensland Department of Education

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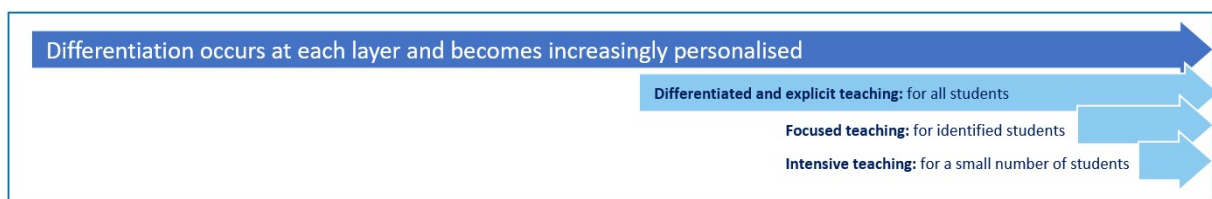
Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Positive Behaviour for Learning

Tiered System of Support

Pimpama State Secondary College uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support in the school. PBL is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. In a PBL tiered systm of support, 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 nd 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 function of behaviour into account

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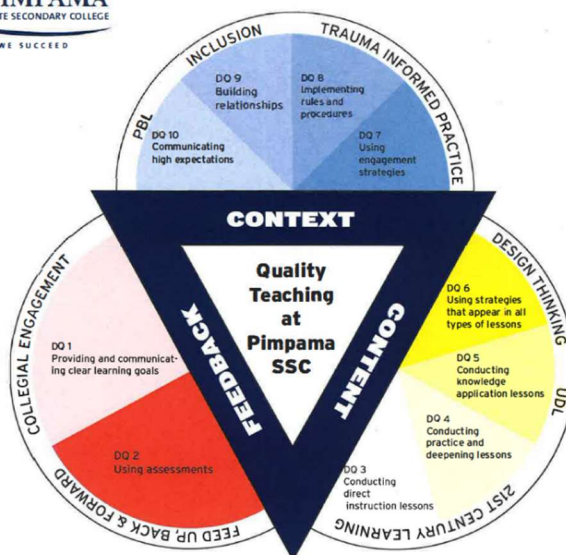
In building a community of learners in their classrooms, teachers focus specifically on the domain of 'context'. While preparing for their classes they reflect on the four design questions within this domain and consider the balance between the language of acknowledgment, correction and expectation:

- 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.

Examples of interventions at PSSC include:
- small group intervention
- daily check-ins
- behaviour monitoring
- Youth Support Coordinator support
- Referral to tier 2 intervention programs

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 setting high expectations. We 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

The PBL behaviour expectations are outlined in the graphic below and form the basis of PRIDE TV and Eplicit Teaching of Behaviour lessons. They are displayed in classrooms and around the school and support students and visitors understand the expectations and meet the standards we hold for everyone at Pimpama State Secondary College.

WE DEMONSTRATE POSITIVE BEHAVIOUR BY...

- Listening and following staff instructions
- Wearing appropriate uniform and footwear
- **Demonstrating PRIDE in our learning**
- Making safe and ethical decisions for our online presence
- Being in the right place, at the right time, with the right equipment
- Taking responsibility for our own actions
- Seeking assistance when required

Look After Yourself

- Using technology appropriately
- Using language that is respectful
- Respecting the personal space and property of others
- Behaving safely, considerately and responsibly
- Ensuring everyone has the right to feel and be safe
- Seeking staff support for others when required

Look After Each Other

- Following routines/procedures within the College and community
- Respecting College and community property
- Moving around the College safely and appropriately (keep left)
- Keeping the College community clean
- Being a positive ambassador for our learning place

Look After This Place

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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 supports the PBL Expectations within the classroom.

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.
Line up in 2 lines, and wait for teacher.	Ensure students line up in 2 lines.
Have uniform checked by teacher.	Check uniform as students enter the classroom.

DURING CLASS	
Sit quietly as roll is marked.	Mark class roll.
Write and discuss Learning Goal and Success Criteria.	Write and discuss Learning Goal and Success Criteria.
Reflect on prior knowledge.	Review student's prior knowledge.
Engage in learning.	Select and use teaching strategies and resources, which engage students.
Participate in, and complete all learning activities.	Structure and deliver content according to phase of learning *(Direct Instruction, Practicing and Deepening, Knowledge Application)*
Seek feedback to reflect on progress.	Use informal assessments to check for understanding and provide feedback on learning.
Demonstrate PRIDE while learning.	Reward PRIDE behaviours with PRIDE Points

END OF CLASS	
Reflect on your learning progress.	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.

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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

Underpinning our school motto is the belief 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/iPad.	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, school social media 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 staff 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 action.

Our staff 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 Sub-school Dean.

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 Dean or Head of Department.
- may result in disciplinary consequences that include, but are not limited to; loss of priviledges, 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.

Possible Consequences

Possible consequences of **Minor** behaviours include:

- Re-teach the behaviour

- Contact home and organise parent meeting

- Restorative conversation

- Loss of privileges

- Community Service

- Curriculum HoD support

- Behaviour monitoring system

Possible consequences of **Major** behaviours include:

- Loss of privileges

- Community Service

- Restorative practices

- Parent contact

- School Disciplinary Absences

- Exclusionp

Major/Minor Behaviour Categories

Major - misbehaviour that warrants an office referral. Examples include:
- Illegal behaviour
- Serious disruptions to learning, where the teacher is unable to continue teaching
- Dangerous or unsafe behaviour, placing the safety and wellbeing of staff or students at risk.

Minor - misbehaviour that does not meet the Major threshold.
Persistent - a behaviour that continues over a number of lessons despite intervention with the use of multiple consequences (this leads to a referral which is a request for assistance to manage the behaviour from curriculum HoD)

Category	Definition	Non-Example	Minor	Major
Abusive Language	Student delivers verbal messages that include swearing, name-calling, or use of words in an inappropriate way.	Arguing with a teacher.	Persistent generalised comments or swearing that is offensive to community standards but not directed at another person.	Student uses targeted inappropriate language directly offensive to a staff member. Males targeted verbal threats to other students.
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Student pulls the fire alarm.		Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	One-off altercation, physical misconduct that is not repeated, not talking to someone due to conflict, one-off teasing or name calling.		Student uses repeated verbal/physical abuse toward another student, deliberately designed to intimidate/negatively impact their wellbeing (including cyberbullying).
Defiance	Student refuses to follow directions given by school staff.	Once off ignorance of adult instruction.	Repeated failure to bring equipment. Repeated questioning a teachers direction. A student passively refuses to follow an instruction over an extended period of time.	Wilful disobedience - persistent and overt refusal to follow the reasonable instructions of school personnel, despite previous interventions. Refusal to follow teachers instructions that are required to ensure safety of self and others.
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics (this is harassment).	Socially rude or dismissive messages and comments to adults or students.	Intentional and repetitive socially rude or dismissive messages and comments to adults.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Calling out answers to questions out of enthusiasm.	Persistent calling out, moving around the room without permission.	Dangerous actions in the classroom that requires the teacher to stop teaching to ensure the safety of the student and others. Persistent interruption to the school environment, despite previous teacher interventions and follow-up. Student does not correct behaviour and teacher is unable to continue lesson.
Dress Code	Student Wears clothing that is not within the dress code guidelines defined by the school.	Irregular but genuine infringement for which a student has received a uniform pass e.g. broken shoe.	Repeated wearing of incorrect clothing including shoes, hat, jumper; has visible facial piercings.	
Fighting	Student is involved in mutual participation in an incident involving physical violence.	Non-threatening physical action e.g. horseplay, play fighting, throwing food, pushing in line.		Organised fight - mutual physical altercation between 2 students.
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sec; race; religion; disability; physical features or other identity characteristics.	Name calling unrelated to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Student engages in targeted deliberate verbal, and/or social behaviour intended to cause ongoing social and/or psychological harm related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Student engages in repeated deliberate, and/or social behaviour intended to cause ongoing physical social and/or psychological harm related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
Physcial Aggression	Student intentionally 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. Physical aggression may be directed towards peers, adults, visitors or animals; flora or fauna.	Accidental contact during an activity, non-harmful friendly contact. Threats to harm are verbal misconduct, not physical misconduct. Organised fight	Non-threatening physical actions e.g. horseplay, play fighting, throwing food, pushing in line.	Actions involving physical aggression where injury may potentially/has occurred - punching, kicking, head-butting, choking, scratching or spitting. Includes premeditated aggression. Inciting a physical fight between others.
Academic Misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct or plagiarism.	Signing a person's name without that person's permission.	Attempts to sneak notes into an exam. Copies another student's homework. Student presents work that is not theirs as their own.	Student plagiarises the work of another student or source. Deliberately misrepresents or withholds documented information for personal gain. Vexatious complaints about staff proven to be false.

Major/Minor Behaviour Categories

Major - misbehaviour that warrants an office referral. Examples include:
- Illegal behaviour
- Serious disruptions to learning, where the teacher is unable to continue teaching
- Dangerous or unsafe behaviour, placing the safety and wellbeing of staff or students at risk.

Minor - misbehaviour that does not meet the Major threshold.
Persistent - a behaviour that continues over a number of lessons despite intervention with the use of multiple consequences (this leads to a referral which is a request for assistance to manage the behaviour from curriculum HoD)

Category	Definition	Non-Example	Minor	Major
Falsifying Documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	Exaggeration, embellishing the truth, not revealing the truth through genuine concern over own or others' well-being.	Creates and attempts to sneak notes into an exam. Student presents work that is not theirs as their own.	Student plagiarises the work of another student or source. Deliberately misrepresents or withholds documented information for personal gain. Vexatious complaints about staff proven to be false.
Property Misuse Causing Risk to Others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Inappropriate use of an object that is not likely to be dangerous or unsafe.	Hitting another student with an object (physical misconduct), scratching one's name into school property (property misuse).	Inappropriate use of an object with intent to cause harm to the wellbeing of staff and students.
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Accidentally breaking a pencil or dropping equipment.	Deliberately damaging someone else's belongings or school property without limiting the item's functionality. Writing on a desk or semi-permanent damage to school/another student's property.	Activity that results in destruction or disfigurement of property belonging to school, staff member, student or community, including graffiti.
Substance Misconduct Involving Tobacco and other Legal Substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	Talking about drinking on the weekend. Possessing materials advertising alcohol. Asking a teacher if they smoke.	Student is in the company of others who are distributing or using tobacco, alcohol or like substances.	Possession, use or distribution of tobacco, alcohol or like substances.
Substance Misconduct Involving Illegal Substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	Possession of tobacco and alcohol.		Student in possession, distribution and/or use of illegal drugs/substance, alcohol or imitation substances.
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.	Using social media to bully or harass (this comes under bullying/harassment). Forgetting to save work so as to make it irretrievable (unless deliberate).	Regular playing of games and watching video content in class. Persistent unauthorised use of a mobile phone or device during class time. Sharing passwords.	Downloading/sharing inappropriate material and/or sites, inclusive of airdrop. Distribution of images of staff or students without permission. Filming of fights. Filming or recording of staff/students without permission. Using a staff member's password. Actions that have the potential to bring the school into disrepute including security bypasses and network hacking. Content that incites or may incite violence.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Borrowing an item with permission with intention to return.	Moving or hiding a student's bag. Theft of low value item e.g. pencil case, drink bottle. Theft of low value school property.	Deliberate theft of high value items such as iPad, credit cards, wallets and phones.
Truancy (Out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. unauthorised absence).	Student arriving 5 mins late to class or leaves class without permission and returns.	Students committing fractional truancy. Missing one or more lessons in a day. Students leaving class and not returning. Students arriving to a lesson over 20 mins late with no valid reason.	Persistent truancy. Students continually/regularly missing one or more lessons. E.g. Student truants multiple times over multiple days.
Truancy (Out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence). Dean entry only.	Student going to their car to retrieve educational materials and returning immediately.		Students caught off-site in school uniform during the school day without permission.
Refusal to Participate in the Educational Program of the School	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school. Curriculum HoD entry only.	Student does not bring a pen. Student forgets equipment sporadically/one-off.		Consistently does not bring learning equipment. Consistently refusing to engage in learning activities.

Major/Minor Behaviour Categories

Major - misbehaviour that warrants an office referral. Examples include:
- Illegal behaviour
- Serious disruptions to learning, where the teacher is unable to continue teaching
- Dangerous or unsafe behaviour, placing the safety and wellbeing of staff or students at risk.

Minor - misbehaviour that does not meet the Major threshold.
Persistent - a behaviour that continues over a number of lessons despite intervention with the use of multiple consequences (this leads to a referral which is a request for assistance to manage the behaviour from curriculum HoD)

Category	Definition	Non-Example	Minor	Major
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)	Possession of an aerosol can.	Inappropriate use of a deodorant can.	Intentional inappropriate use of a deodorant can.
Use/Possession of Weapons	Student is in possession of knives and guns (real or look-alike), or other objects readily capable of causing bodily harm.	Possessing cigarettes, vapes, illicit substances, etc. - this is a different category.	Possession of inappropriate objects that do not pose an immediate threat or intention to harm the safety and wellbeing of students or staff e.g. water guns.	Possession of an object that is used as a weapon with intent to harm. E.g. knife or guns real or imitation.
Other - Charge-related Suspension	Principal is reasonably satisfied that the student has been: • charged with serious offence; or • charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.			

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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 Case Managers, 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
- Away for the Day – Student use of mobile devices
- 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.

Away for the Day – Student Use of Mobile Devices

> Important to note
> - For the purpose of this document, *mobile phones and wearable devices* include mobile phones, smartwatches, handheld devices, earbuds or head phones and other emerging technologies which have the ability to connect to telecommunication networks or the internet.
> - This document does not apply to personal or school-owned devices, such as iPads, tablets or laptops that are approved for educational use as part of the college's Bring Your Own Device (BYOD) policy.

Context

All Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

The college's policy regarding student use of mobile devices also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.

Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

The aims of this policy are to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices

- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing

- encourage increased face-to-face social interactions between students

- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and

- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

Bringing mobile phones and wearable devices to school
Students are permitted to bring mobile phones and wearable devices to school to:
- support safe travel to and from school
- make contact with parents, friends and part-time employers outside of the school day

Storage of mobile phones
Students will store their phone so that it is **off and out of sight** during the school day. Students may store their phone:
- in their pencil case or laptop case

- in their school bag
- in the administration building where they may sign it in for the day and it will be stored in a secure location.

Student exemptions

Consideration of individual circumstances (eg. medical) will be given to students who require temporary or ongoing exemptions to use their mobile phone. Consideration of individual circumstances should be requested through the sub-school Dean for the Principal's decision.

Approved exemptions, including how and when a student may access their mobile phone or wearable device, should be documented in the student's OneSchool Support Provisions tab and communicated to school staff.

School specific exemptions

Pimpama State Secondary College acknowledges that the use of mobile phones and wearable devices can support the school's teaching and learning programs by providing learning experiences for students, as well as supporting day-to-day school operations.

- Students are permitted to use their mobile phones and wearable devices to make school payments, including for tuckshop, uniform shop and office payments. Students are required to put their phone out of sight immediately after leaving these areas.

- Teachers may request permission from the Principal for students to use their mobile phone or wearable device in a lesson, for a specific and agreed educational purpose. Consideration will only be given to this when the same outcome cannot be achieved using student or school-owned devices approved for educational use.

Supporting responsible use of mobile phones and other devices

Students will store their phone so that it is **off and out of sight** during school hours. Staff will teach expected behaviours regularly.

If a student's phone, earbuds/headphones are sighted or a smartwatch notification occurs during school hours staff will:

- Direct the student to Student Services to hand in the device for the day.

- If students do not follow direction to Student Services to hand in mobile phones refer to Sub-school HODs & Deans in OneSchool (Defiance – Major).
    - Year 7 – HOD Junior School
    - Year 8 – Dean Junior School
    - Year 9 – HOD Middle School
    - Year 10 – Dean Middle School
    - Year 11 – Dean Senior School
    - Year 12 – HOD Senior School

- Students who are repeatedly referred to Student Services will be monitored by the Sub-school Dean via DayMap and consequences will be issued.

Communication with parents

If students need to make contact with parents they are to report to Student Services for support.

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 provide the foundation for 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 bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should 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 Sub-school Dean, 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.
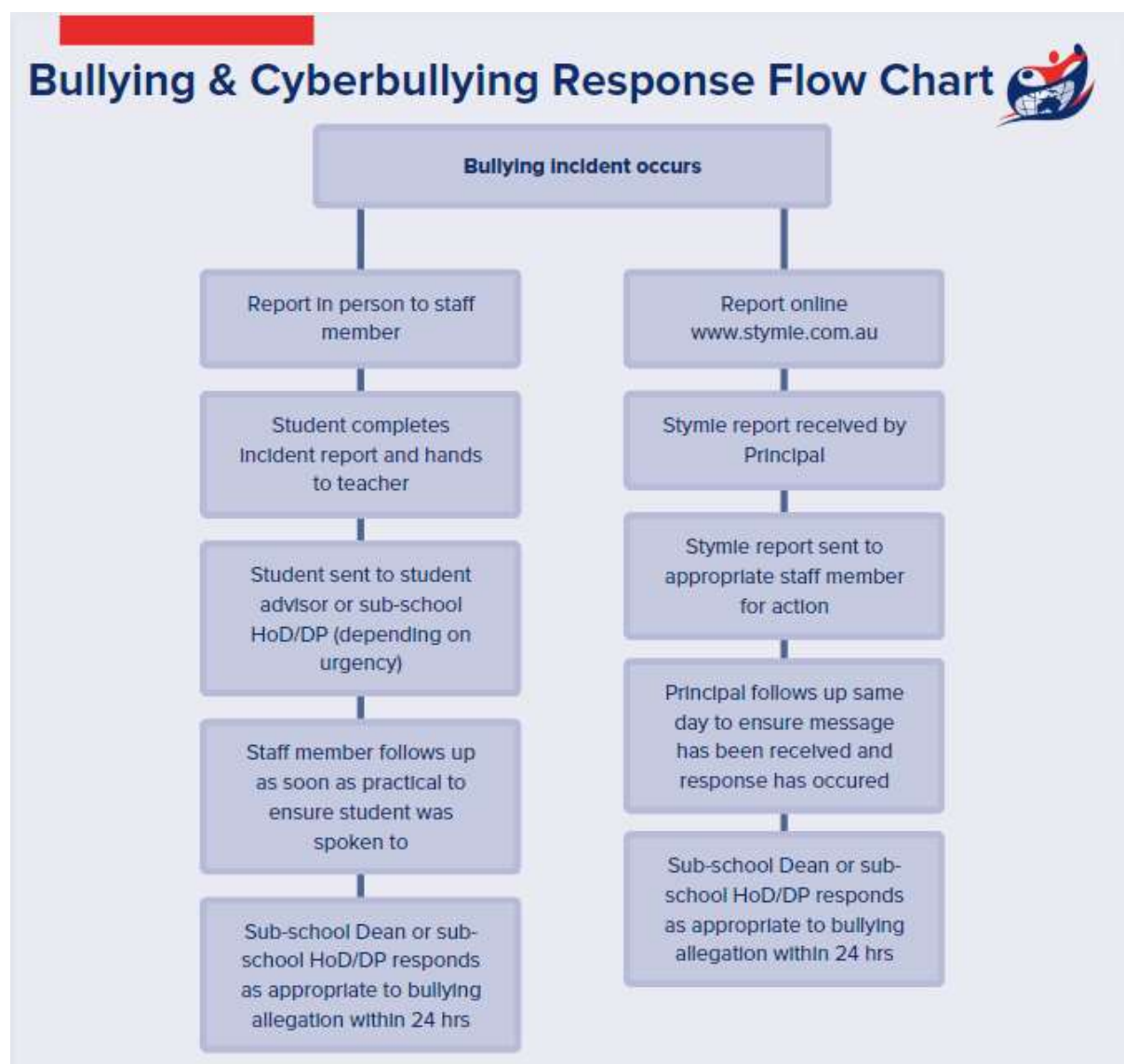
It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying 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 & Cyberbullying Response Flow Chart

Bullying incident occurs

Report in person to staff member

Report online www.stymie.com.au

Student completes incident report and hands to teacher

Stymie report received by Principal

Student sent to student advisor or sub-school HoD/DP (depending on urgency)

Stymie report sent to appropriate staff member for action

Staff member follows up as soon as practical to ensure student was spoken to

Principal follows up same day to ensure message has been received and response has occured

Sub-school Dean or sub-school HoD/DP responds as appropriate to bullying allegation within 24 hrs

Sub-school Dean or sub-school HoD/DP responds as appropriate to bullying allegation within 24 hrs

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

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