PIMLICO
STATE HIGH SCHOOL
Making a world of difference

Student Code of Conduct

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

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

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

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

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Endorsement

EXECUTIVE PRINCIPAL: Stephen Baskerville signed 13 June 2023

P&C PRESIDENT: Juanita Konings signed 13 June 2023

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Introduction

Our mission at Pimlico State High School is to work collaboratively to develop life-long learners and global citizens who achieve personal excellence through the attributes of a Pimlico Scholar: responsibility, purpose, resilience, compassion and innovation. In working together to achieve our vision and live out our mission, our school community is built on the values of excellence, respect, collaboration and community. Our CARE philosophy underpins our daily behaviours and interactions. We seek to make a difference in the lives and wellbeing of our students so that, in turn, they can make a positive and profound difference in our community and in our world.

Our Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can engage positively within our school community. Positive behaviour that is internally driven has a recognized effect on students' self-worth, long-term success and identity.

Our Student Code of Conduct provides a framework for facilitating positive behaviours and responding to inappropriate behaviours or behaviours that cause harm or have the potential to cause harm. It affirms that all community members have the right to work to their potential, free from disruption, abuse or threat. It also recognises parents have a joint responsibility to encourage students to be accountable for their behaviour and to contribute to the wider school community in a positive manner.

Whole School Approach to Discipline

Pimlico State High School is a disciplined school environment that uses a multi-tiered system of support for discipline in the school. This involves the three tiers of:

1. Universal behaviour support
2. Focused behaviour support
3. Intensive behaviour support

1. UNIVERSAL BEHAVIOUR SUPPORT

Our school community has a shared commitment to the attributes that we seek to develop in all learners. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the attributes of a Pimlico Scholar; responsibility, purpose, resilience, compassion and innovation. We recognise engagement and learning is more effective when students feel connected, safe and respected.

We understand that:

- Our school will promote high standards of personal achievement and behaviour.
- The foundation of positive classroom engagement is effective pedagogy, inclusive and engaging curriculum and respectful relationships across the school community.
- Behaviour is developed through socialisation, therefore the modelling and explicit teaching of prosocial and learning engagement behaviours is essential.
- Students are provided opportunities to practise these behaviours across multiple school settings.
- Positive engagement is enhanced through a whole-school approach and effective school organisation.
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive engagement in school.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Behaviour has a functional element and responses to student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.
- Fair and equitable practices, as well as productive partnerships contribute to positive engagement and behaviour.

For us to make a world of difference, all members of the school community have an obligation to abide by the enrolment agreement.

Students are expected to:

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

Communication of Behaviour Expectations

Our school community has identified the following four school expectations to teach and promote our high standards of responsible behaviour. These are represented as our CARE philosophy:

- **C**ooperate
- **A**ppreciate
- **R**espect
- **E**ffort

These expectations are communicated through:

- explicit teaching by classroom teachers
- posters displayed in all areas of the school
- reinforcement on year level assemblies and during active supervision by staff during classroom and non-classroom activities and
- the school Blue Book (student diary) and newsletter.

Communicating behavioural expectations is a direct proactive strategy designed to promote positive behaviour choices and reduce unacceptable behaviours, furthermore it provides a framework for responding to behavioural incidents.

The behaviour expectations matrix (Code of Behaviour) outlines the school's agreed behaviour expectations in all school settings.

Code of Behaviour

Department of Education's "Code of School Behaviour" expectations are defined at Pimlico State High School by CARE. Co-operation, Appreciation, Respect and Effort and covers all elements of the school experience. These expectations are reinforced through explicit teacher and the acknowledgement of students who demonstrate these expectations.

Pimlico State High School Behavioural Expectations

	All Areas	Classroom	School Grounds	Outside School	Reflective Questions
Co-operation	• Manage emotions and thinking • Be responsible • Follow instructions promptly • Think & help others • Be on time	• Strive to be collaborative • Purposely participate	• Share the school's space and resources safely • Allow others to enjoy lunchtime activities	• Represent our school positively – behaviour and uniform • Think ahead and be safe • Obey road and community rules	• How is my behaviour affecting others and me? • Do I need to manage my reactions? • Am I contributing positively to my peers and own learning? • Am I considering other points of view?
Appreciation	• Accept differences • Show compassion to others • Value opportunities for learning • Acknowledge others contributions	• Acknowledge actions have consequences • Listen to the views of others • Value feedback to improve	• Acknowledge others who provide extra-curricular opportunities • Value opportunities given by the school • Value resources	• Be positive about the school and wider community • Value the environment	• Am I appreciating others contributions to my learning? • Am I appreciating my school, community and environment?
Respect	• Be polite, kind and fair • Wear correct uniform with pride • Be responsible with others property • Be assertive, not aggressive	• Follow school and classroom rules and procedures • Be an active listener • Take care of learning resources and equipment	• Maintain a safe, clean and enjoyable environment • Recognise everyone's right to use school facilities • Take care of equipment and resources	• Follow instructions of teachers or other supervisors • Be compassionate and accept different cultures and views • Be considerate to members of the public • Be a responsible cyber citizen	• Am I treating people the way I'd like to be treated? • Am I looking after the environment I am in? • Am I being respectful to others and myself when using digital technology?
Effort	• Work hard, be punctual and be prepared • Have a go • Practice, practice, practice • Get involved in opportunities	• Strive for personal excellence in all areas • Set goals and work to achieve them • Complete all work to the best of your ability • Overcome setbacks	• Keep all areas clean	• Commit whole-heartedly to extra-curricular activities	• Am I putting in my best effort? • Am I aware of my strengths and weaknesses in order to improve? • Am I using my effort in the right way? • Am I contributing positively? • Am I challenging myself?

Differentiated and Explicit Teaching For All Students

Quality learning will occur in classrooms characterised by a sense of community, collaboration, respect and excellence. The school's Pedagogical Framework provides direction for teachers to plan learning which meets the Australian Professional Standards for Teachers:

- Standard 1- Know students and how they learn.
- Standard 2 – Know the content and how to teach it.
- Standard 3 - Plan for and implement effective teaching and learning.
- Standard 4 – Create and maintain safe and supportive learning environments.
- Standard 5 – Assess, provide feedback and report on student learning.
- Standard 6 – Engage professionally with colleagues, parents/carers and the community.

At the classroom level, teachers are responsible for the teaching of the school's behaviour expectations and procedures that conform to the Student Code of Conduct. Teachers encourage and maintain positive behaviours through classroom rules, procedures and expectations which:

- Recognise and focus on positive practices and behaviours.
- Are fair, clear and framed in a positive way.
- Are developed collaboratively with the class and continually revisited.
- Are modelled by the staff.
- Are implemented in a consistent, fair and just manner.
- Utilise the Balance Model and work from least to most intrusive practices.
- Minimise unnecessary confrontation and promote conflict resolution.

Classroom Management refers to teacher practice as well as student behaviour. Positive classroom climate, positive interpersonal relationships, clarity and consistency of expectations and consequences (both positive and negative) all work together to create an efficient learning environment. Teachers at Pimlico State High School use the Essential Skills for Classroom Management (ESCM) to assist them to provide a safe and supportive learning environment

Essential Skills for Classroom Management (ESCM)

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

Reinforcing expected school behaviour

Pimlico State High School believes that positive reinforcement of behaviour promotes and maintains acceptable and appropriate behaviours. A formal recognition and monitoring system is used to increase the quantity and quality of prosocial interactions between students and staff. All staff are trained to acknowledge consistent and appropriate behaviour.

Rewards System

Staff members distribute Gold slips to students who consistently follow the school's CARE expectations.

1. When a student receives a Gold slip they can present the Gold slip to the allocated staffroom to receive a reward.
2. The Year Level Coordinators collate the Gold slips for their year level. Those students who consistently receive Gold slips have a formal acknowledgement mailed home. The Year Level Coordinators collect Gold slips from the staffrooms and acknowledge a student through a raffle at an end of year assembly with their year level.
3. Classroom teachers, administration and support staff also reinforce positive behaviours through actions such as:
    - Praise; direct and genuine feedback focused on effort, behaviour, skill development and goal achievement
    - Encouragement
    - Acknowledgement at weekly year-level Assemblies and Care groups

Pimlico State High School Postcards

Staff members send Pimlico Postcards to parents to acknowledge positive contributions made by students.

Active Student Involvement

Active student participation and positive behaviours are promoted outside the classroom through a range of curricular and extra-curricular activities such as:

- Care Class Wellbeing lessons
- Certificate II Leadership
- Student Council initiatives
- Games Zone (lunch time)
- Relax and Recharge sessions
- Breakfast Club
- Pimlico Pride group
- Inter-house sport activities
- E-safety awareness workshops
- STARS
- Homework club
- Guest speakers eg Headspace and Kids Helpline
- National Awareness days eg Harmony Day, Day for Daniel and Bullying No Way
- Extracurricular programs eg Performing Arts, Visual Arts, Sports, Global Education
- Work experience/structured workplace learning

Care Groups

Throughout their time at Pimlico, students belong to the same Care Group, usually with the same Care Group teacher. This creates a sense of belonging in a supportive environment where students can share feelings and concerns and feel valued. At different points throughout the year, students participate in programs to enhance their social and emotional skills so that they learn ways to enhance their wellbeing through their self-awareness, regulation and ability to establish and maintain positive relationships.

Respectful Relationships Program

All students have a right to be protected from harm. Bullying is a breach of the Student Code of Conduct and students are made aware that all forms of bullying or harassment will not be tolerated in any school activities. Pimlico State High School has a whole-school approach to minimise bullying behaviours which includes:

- reference to aspects of bullying within curriculum areas wherever possible,
- ongoing explanation and discussion of this policy,
- monitoring of the teaching and learning environment by teachers and administration both inside and outside the classroom,
- collection and analysis of relevant student behavioural data,
- professional development for teachers and
- encouragement of senior students to become involved with younger students.

The student engaging in bullying behaviours may be recommended to complete our Building Better Relationships course. This aims to resolve any issues for the student who is engaging in bullying behaviour and help them to enhance their personal and social capabilities.

For further information refer to the Preventing and responding to bullying policy in this booklet (see contents page).

Leadership

Pimlico State High School promotes the development of leadership skills such as, positive relationship building and promotion of high standards of positive behaviour through activities such as:

- Student council
- House leaders
- The Inter-year Program (TIP)
- Certificate II in Leadership
- Year 11 Leadership Camp
- Year level committees.

Parent / Guardian

Pimlico State High School values a close-working partnership between students, parents and school staff. The 'Blue Book', which is the school's student diary distributed to all students at the beginning of the school year, is a vital communication resource for staff to communicate with parents and likewise for parents to contact teachers, year level coordinators, the Guidance Officer or Administration. Parent-Teacher interviews are conducted each semester to discuss the progress of students, and positive parental involvement is encouraged through the regular school newsletter, the school's website and social media sites and the Parents' and Citizens' Association meetings.

Re-directing low-level and infrequent behaviours of concern

When a student exhibits low-level and infrequent behaviours of concern, the first response of school staff members is to remind the student of the expected behaviour and make clear links to the school's CARE expectations.

Our preferred way of re-directing low-level problem behaviour is to ask the student/s how they might be able to act which will follow the school's CARE expectations. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of the school community.

A range of school and classroom processes, strategies and programs facilitate acceptable standards of behaviour and provide educational support or intervention in responding to unacceptable or potentially unacceptable behaviour.

The degree of intervention in student behaviour will be balanced with the needs of the individual student, the right to learn of all students and the teacher's right to establish a quality-learning environment.

2. FOCUSED BEHAVIOUR SUPPORT

Focused Strategies for Teaching Behaviour

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

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

A range of school and classroom processes, strategies and programs facilitate acceptable standards of behaviour and provide educational support or intervention in responding to unacceptable or potentially unacceptable behaviour.

The degree of intervention in student behaviour will be determined by how disruptive the student's behaviour is with respect to all students' right to learn and the teacher's responsibility to establishing a quality-learning environment.

Parental Support

Teachers should advise parents if their child is displaying persistent unacceptable behaviour, with the aim of building a productive partnership between home and school to improve the student's behaviour.

Referral and Counselling Network

Where initial interventions in response to unacceptable behaviour prove ineffective, it may be necessary for the class teacher to refer a student to other support personnel within the school. Teachers should refer to the Responsible Behaviour Levels for Students in this document to determine the appropriate support person to refer a student to.

When referring a student to a HoD, Deputy Principal/HoD Student Development and/or support personnel, a Oneschool Referral must be completed. If it is not possible to do this in a timely fashion, a Student Referral Form can be used as an interim measure.

Depending on the nature of the breach of the Student Code of Conduct and the level of support required, counselling, or the implementation of established school management procedures may be actioned, or further referral to other support personnel may be initiated.

Other personnel who may assist with behaviour support include:

- Guidance Officer
- Heads of Department
- Behaviour Support Teacher
- Year Level Coordinator
- Youth Support Co-ordinator
- Community Education Counsellor
- School based Youth Health Nurse
- School based Police Officer
- School based Chaplain
- Defence Support Mentor
- STARS

Pimlico State High School has a range of Student Support Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in evidence-informed programs to address specific skill development for some students such as:

- Rock and Water
- Real Girls
- Boys program
- SBYHN Girls' program

3. INTENSIVE BEHAVIOUR SUPPORT

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

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

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

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

Students identified as needing intensive behaviour support are those who show escalating unacceptable behaviour, and who may have had behaviour support from the Principal, Deputy Principals, Heads of Department – Student Development, Behaviour Support Teachers, Year Coordinator, and/or Guidance Officer or other support personnel, and are still considered to be at risk of significant educational underachievement, disengagement and/or are those who persist with very disruptive behaviour in the classroom.

Referral and Counselling Network

Students may be referred by the Principal, Deputy Principals and Heads of Department – Student Development for further counselling and support from available personnel and will be advised of the more stringent consequences of continuing to engage in behaviours of concern.

Students may be offered support from the:

- Behaviour Support Teacher
- Guidance Officer
- Advisory Visiting Teachers, when available
- Student Support Services
- Relevant support agencies outside the school e.g. Head Space, Reconnect, etc.

Behaviour Support

Behaviour Support Teachers are used to extend support to students selected by the Principal, Deputy Principals, and Heads of Department – Student Development for case management. Once a student has been referred by the Principal, Deputy Principals, Heads of Department – Student Development, the strategies are dependent on the individual's needs and circumstances. Some options may include:

- Working one-on-one with the student to identify needs, reflect and resolve identified issues.
- Targeted programs in small groups to enhance personal and social skills.
- Initiating and implementing a proactive program.
- Networking and liaising with outside support agencies.
- Working with the parent to achieve the best outcome for the student.
- Working with teachers to achieve the best outcome for the student.
- Completing a student support plan to assist in enhancing student engagement.

The purpose of the student working with a Behaviour Support Teacher is to enhance the student's self-concept, identity and intrinsic motivation, support them to positively engage with the learning process, CARE expectations and develop the conflict resolution skills, self-regulation skills and social skills appropriate for the school environment.

Time Out (Take 10)

This is a specialised proactive strategy. Using a Time Out (Take 10) Card may appear in a student's Personalised Learning Plan. It is used to assist the student in calming down and reducing the frequency of a particular behaviour. The Time Out Card is only given to students through plans made with a Guidance Officer, Behaviour Support Teacher or the Deputy Principals and HODs of Student Development. If this strategy is employed; the student must be under supervision at all times; the student's safety is ensured, and the student is given the opportunity to re-join the class in intervals of no more than 10 minutes. A time out is an opportunity to implement self-regulation strategies, to remove themselves from an identified trigger and access a trusted adult to aide in debriefing following an incident.

Variation to School Program

In some circumstances, students requiring intensive support may be offered a variation to the school program, including adjustment of subject offerings, a part-time daily program for a defined period, transition to work or alternative education programs in consultation with the parent and student as well as school personnel such as the Administration, Guidance Officer, Behaviour Support Teacher, Learning Support Teachers, Advisory Visiting Teachers and the Student Development/Senior Schooling Head of Department.

Parent Support

Parents of students requiring intensive behaviour support will be contacted to advise them of the processes and programs to be implemented in response to the student's unacceptable behaviour. Along with support provided through the Targeted Behaviour Support Tier parents may be assisted in seeking referrals for their student to access appropriate support agencies outside the school. Their services may be accessed both within the school and outside of school hours:

- Department of Communities
- Uniting Care Community
- Head Space
- Queensland Health and related support services e.g. ATODS
- Indigenous Support Group
- Queensland Youth Services
- Reconnect
- In-Step
- Centacare
- Flexible Learning Centre
- Family and Child Connect
- Apprenticeship Providers (Torgas, MEGT)
- Relationships Australia
- PCYC
- Centrelink
- Stanton Lodge
- Child and Youth Mental Health
- STARS
- TAIHS
- Additional support resources in the Resource Section at the back of this document (see Contents Page).

Consideration of Individual Circumstances

Staff at Pimlico State High School consider 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.

When applying individual behaviour support, or applying consequences for inappropriate behaviour, Pimlico State High School takes into consideration the individual circumstances of students by:

- Promoting a teaching/learning environment that is responsive to the diverse needs of its students.
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the Student Code of Conduct ranging from the least intrusive sanctions to the most stringent.
- Recognising and taking into account the context, students' age, emotional well- being, culture, gender, race, socio-economic situation and disability to ensure that responses are fair and equitable.
- Seeking early and positive support from parents/caregivers or appropriate support personnel.
- Recognising the rights of all students to express their opinions in an appropriate manner and at the appropriate time; and, work and learn in a safe environment.

Staff at Pimlico State High School are 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 consequence another student might have received, the school will not disclose or discuss this information with anyone but the student's family. We expect that parents and students will respect the privacy of other students and families.

Disciplinary Consequences

Disciplinary consequences are applied to provide an opportunity for all students to learn and to ensure safety. Students are expected to follow the school's behaviour expectations based on CARE: Co- operate, Appreciate, Respect and Effort. The disciplinary consequences model used at Pimlico State High School follows the same differentiated approach used in the Whole School Approach to Discipline.

The differentiated responses to problem behaviour is organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations. The three tiers are: universal, focused and intensive.

When students exhibit unacceptable behaviour, consideration will be given to whether the behaviour is minor or major.

Minor (Levels 2 – 3) and Major (Levels 4 – 5) Behaviours

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

- Minor behaviour incidents are handled by staff members and HoDs (Level 2 – 3).
- Major behaviour incidents are referred directly to the Year Level Deputy Principal or Head of Department Student Development

Minor misbehaviours are those that:

- Are minor breaches of the school rules.
- Do not violate the rights of others in any serious way.
- Are opportunities to learn about self regulation and social skilling.

Major misbehaviours are those that:

- Significantly violate the rights of others to have a safe and supportive environment.
- Put others/self at risk of harm.
- Constitute misbehaviour, disobedience, conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school, or the good order and management of the school.

Major behaviours result in the referral to Deputy Principals or Heads of Department Student Development because of their seriousness.

Levels of Support and Intervention

Level	Level of Support and Management
1	Student is self-managed with universal support.
2 (minor)	Differentiated and explicit support from class/PGD teachers DP Admin Support staff.
3 (minor)	Focused support from Head of Department.
4 (major)	Intensive support from Deputy Principal & HoD Student Development in consultation with the Principal as needed.
5 (major)	Intensive support from Principal/Deputy Principal & HoD Student Development &/or External Agencies.

Note: Where appropriate, parental/guardian involvement should occur through all levels of support

Examples of behaviours and possible staff actions

LEVEL 1
Student is self-managing their own behaviour with universal support.

At this level, students are on task and are following the CARE Philosophy.
Positive reinforcement of appropriate behaviours and positive achievements could include:

- Verbal reinforcement
- Record of achievements for formal acknowledgement
- Phone calls/letters/postcards to parents for good behaviours/achievements
- Gold slips
- Celebration Assemblies

LEVEL 2
Student receives differentiated and explicit support from Class/PGD Teachers (minor behaviours)

Inappropriate student behaviours to be dealt with at this level include minor incidents of disobedience and/or misbehaviour such as:

- Not bringing required equipment
- Not completing class or homework
- Ignoring instruction
- Lateness to class
- Littering
- Inappropriate verbal & non-verbal communication e.g. teasing, talking back to teacher, isolated minor cursing/swearing, calling out
- Disruptive behaviour e.g. making noises, moving out of seat, off task talking, talking while the teacher is talking
- Inappropriate use of personal technology
- Dress code breach
- Eating/drinking in classrooms
- Minor unsafe behaviours in class or playground.

Teacher Differentiated and Explicit Support & Intervention

Teacher initiated actions could include:

- Pro-active rule referrals (e.g."Show me your phone is switched off and then put it away before you enter the classroom.")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Selectively attending inappropriate behaviour or secondary behaviour
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Simplify verbal instructions
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Post lesson discussion with student about expected behaviour (behaviour reflection)
- Reprimand for inappropriate behaviour
- Detention
- Parent contact
- Student to accompany staff on break time playground duty for litter duty
- Natural consequence (repairing the harm) - eg cleaning up after self or others
- Letter of apology
- Confiscation – temporary removal of property.
- Loss of computer access
- Restorative chat as required

LEVEL 3
Student receives focused support from Curriculum Head of Department after referrals from class teacher for curriculum specific behaviours

Behaviour may include:

- Plagiarism
- Non submission of drafts/assessment (Junior)
- Repeated failure to complete curriculum work
- Repeatedly not bringing equipment to class
- Misuse of curriculum specific materials/equipment
- Curriculum specific unsafe behaviours

Significant Teacher Response & Support for Student from Curriculum HOD
HoD (in consultation with teacher as needed) actions could include:

- Discussion with student about expected behaviour (behaviour reflection)
- Reprimand for inappropriate behaviour
- Detention – break times or after school
- Student to accompany staff on break time playground duty for litter duty
- Temporary withdrawal to buddy class
- Confiscation – temporary removal of property
- Natural consequence (repairing the harm)
- Behavioural contract and/or monitoring program
- Restorative chat/meeting as required
- Parent contact
- Stakeholder meeting with parents
- Teacher coaching and debriefing

LEVEL 4
Student receives intensive support from Deputy Principal & HoD Student Development in consultation with the Principal as needed (major behaviours)

Behaviour may include:

- Persistent Level 2/3 behaviours after Level 2/3 strategies have been utilised ie:
  - » Persistent disobedience
  - » Persistent misbehaviour
  - » Persistent negative peer interactions
- Non submission of drafts/assessment (Senior)
- Major misbehaviour
  - » Smoking/possession of tobacco and or implements
  - » Vaping/possession of e-cigarettes or vaping implements
  - » Consumption/possession of alcohol
  - » Possession/use of an illicit substance/implements
- Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school and/or the good order and management of the school
  - » Stealing
  - » Vandalism
  - » Truancy
  - » Refusal to attend lessons
  - » Physical and/or verbal aggression
  - » Verbal/written abuse of school staff/visitors
  - » Targeted/persistent/organised bullying
  - » Intimidation of/threats to safety of staff/students
  - » Sexual harassment/ misconduct
  - » Dangerous behaviours in class or playground such as water fights, 'sack whacking', tackling, climbing buildings, hanging from verandahs
  - » Possession/use of dangerous and/or banned items
  - » Inappropriate use of social media and technology including cyber bullying
  - » Bringing school into disrepute including through social media and internet
  - » Recording and/or dissemination of inappropriate material

Support as per previous levels, with additional support from Deputy Principal/ HoD Student Development who could also utilise Student Support Services, Behaviour Support Teacher, Guidance Officer. DP Admin Support staff assist the DP/HoD SD where appropriate.
Deputy Principal/HoDs Student Development actions could include:

- Discussion with student about expected behaviour (behaviour reflection)

- Reprimand for inappropriate behaviour
- Detention – break times or after school
- Student to accompany staff on break time playground duty for litter duty
- Confiscation – temporary removal of property
- Restitution
- Behavioural contract and/or Daily Observation of Behaviour card via DP/HoD SD or GO
- Restorative chat/meeting as required
- Contact with parents
- Stakeholder meeting with parents
- Teacher coaching and debriefing
- Individual Support Plan/Discipline Improvement Plan
- Referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Behaviour Support Teacher, Guidance Officer
- Referral to outside agency
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- School re-entry conference on return from suspension
- Police notification.

LEVEL 5
Student receives intensive support from Principal/Deputy Principal/ HoD Student Development &/or External Agencies (major behaviours)

Behaviour may include:
- Extreme or persistent incidences of level four behaviour
- Persistent major disobedience
- Persistent major misbehaviour
- Persistent breach of school policy and procedure
- Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school and/or the good order and management of the school
- Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school and/or the good order and management of the school
  - » Use of object/device with intent to harm or cause fear
  - » Possession/use of a weapon with intent to harm or cause fear
  - » Repeated possession/use of illicit substances
  - » Supply of illicit substances
  - » Wilful destruction of school property
  - » Bringing school into disrepute including through social media and internet
  - » Recording and/or dissemination of lewd or pornographic materials
  - » Violent assault
- Repeated/extreme threats to safety of school staff and students
- Student has been charged/ convicted with a serious offence or an offence other than a serious offence

Support as per previous levels, with additional support from Student Support Services, Behaviour Teacher/ Administration/Guidance Officer

Principal, in consultation with Deputy Principal/ HoD Student Development, actions could include:
- Police notification (if illegal behaviour)
- Charge related suspension (student has been charged with a serious criminal offence and is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Principal about their exclusion from school)

Overview of Possible Consequences

Behaviour Reflection

- May be formal or informal.

Detention

- 20-minute detentions may be applied during recess or lunch, at a time and place designated by the teacher or HoD.
- 20-minute detentions applied by the Deputy Principals/Heads of Department – Student Development: student is required to report to the Detention Room during recess or lunch, supervised by a teacher for the required period.
- Out of school hours detentions: detentions of 30 minutes from 8:00am to 8:30am and 3:10 pm to 3:40 pm on school days, or for a different length or at an alternative time. Parents will be advised of the proposed period of out of school hours detentions and procedures before the detention is imposed.

Litter Duty

- 20-minute litter duty: student is required to assist with picking up of litter in the playground. Students may be required to accompany the teacher on playground duty.

Daily Observation of Behaviour

- A student may be issued with a Daily Observation of Behaviour card to monitor behaviour or attendance for a specified period. Students take the sheet to the classroom and present it to the teacher who writes a comment about the student's behaviour for that class period. Students are required to collect the sheet from the Deputy Principal/Head of Department Student Development daily and return it with the written comments each day. In some circumstances, students are required to take the sheet home for perusal by the parent.

Buddy Class

- A teacher may send a student to a "buddy class", so the student can observe another class where learning and positive behaviour are occuring and allow them time to reflect on their own behaviour whilst continuing with their learning.

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 Pimlico State High School, 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.

Where a suspension applies the parent or caregiver will be contacted (where possible) regarding the suspension.

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 school 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.

Arrangements for continuation of education will be made available during all suspensions.

Re-entry following suspension

Students who are suspended from Pimlico State High School may be invited to attend a re-entry meeting on or before the day of their scheduled return to school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. Students may be asked to reflect in writing on the impact of their behaviours on themselves and others.

A record of the meeting is saved in OneSchool, under the Admin Follow Up 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. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. 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

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

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

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.

Property may be temporarily removed from a student if the principal or state school staff are reasonably satisfied the removal is necessary to:

- ensure compliance with the Student Code of Conduct
- observing the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and consequences of their actions
- provide for the effective administration of matters about the students of the school.

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.

If the property is being removed for the day/s, then staff take it to the office for collection.

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 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.

In determining the retention of temporarily removed student property, the principal or state school staff will consider if:

- the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying police
- police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend
- if the police seize the property under the Police Powers and Responsibilities Act 2000 (Qld). advise the student and their parent of this action
- Student or parent has not collected the temporarily removed student property despite reasonable efforts by the principal or state school staff to advise the student or parent it is available for collection
- Where staff reasonably suspect the student is not the lawful owner of the property.

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco) or any implements associated with their use
- e-cigarettes or 'vaping' implements
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- external speakers
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)
- Takeaway food deliveries ***
- chewing gum, bubble gum
- energy drinks, soft drinks and/or consumables with excessive sugar (when in breach of the Smart Choices strategy for schools) ***
- toys or other items which disrupt the good order and management of the school eg water balloons/pistols, silly string
- items that are used for vandalism of property eg marker pens or liquid white out
- items in breach of Pimlico State High School's Dress Code****
- Items that do not preserve a caring, safe, supportive or productive learning environment

* 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.

** 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**).

***Food and drink items will be labelled with the student's name and refrigerated where necessary. The items will be available for collection at the end of the school day.

****Items breaching the school's Dress Code such as, extra jewellery will be placed in an envelope, taken to Student Services, labelled with the student's name and be available for collection by the student after school on the first occasion. On subsequent occasions it will be available for collection by the student after school at end of the school week.

Responsibilities

State school staff (Principal, Deputy Principals, Hods Student Development or other Principal delegates) at Pimlico State High School:

- do not require the student's consent to search school property 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 student, parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property;
- 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 Pimlico State High School

- ensure your children 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 Pimlico State High School Student Code of Conduct
  - » is illegal
  - » puts the safety or wellbeing of others at risk
  - » does not preserve a caring, safe, supportive or productive learning environment
  - » does not maintain and foster mutual respect
  - » does not align with Department of Education's Smart Choices Strategy for Schools
  - » does not comply with the Pimlico State High School's Dress Code.
- 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 Pimlico State High School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - » is prohibited according to the Pimlico State High School Code of Conduct
  - » is illegal
  - » puts the safety or wellbeing of others at risk
  - » does not preserve a caring, safe, supportive or productive learning environment
  - » does not maintain and foster mutual respect;
  - » does not align with Department of Education's Smart Choices Strategy for Schools.
  - » does not comply with the Pimlico State High School Dress Code
- 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 personal technology devices by students: 2021 - 2023

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 devices. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Modern education systems are evolving and progressively more learning is taking place online or is supported through online activities. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters around the school that clearly identify that student mobile phones and other personal technology devices should be powered off and out of sight.

There are times when it is genuinely appropriate and beneficial for students to have access to a device. These guidelines recognise that devices are useful to students in some learning settings, and that students should be able to access them at appropriate times. There is, however, the potential for misuse of devices by students at school, and action needs to be taken to prevent devices being used in an inappropriate way.

Personal Technology Device Responsibilities

The responsibilities regarding personal mobile devices at school or during school activities, are outlined below.

- If parents need to collect their child during school hours, contact must be made through the General Office.
- In circumstances where the parent needs to be contacted (e.g., when a student becomes ill at school) school personnel must be advised, and contact will be made with the parent by General Office staff.
- Students are to have personal technology devices including mobile phones, tablets, headphones, in-ear buds and other accessories off and away from the first bell of the school day until the end of the school day. This includes during classes and break times.
- The only exceptions to this are:
  - a. Devices can be utilised when school staff specify it is as an integral part of a learning activity
  - b. Use for making electronic payments at the Finance Counter and at the Canteen;
- During break times, if a student is found using a personal technology device outside of the above exceptions, they will be given one chance to switch it off and put it away. If they do not comply with staff instructions to switch off their device and put it away, they will be asked for their device for confiscation.
- At the start of lessons, teachers should remind students of the expectation that their personal technology devices are off and away as part of the set-up routine of a lesson. This routine serves as the students' reminder of the expectation the device is powered off and is away during class time. This is the only reminder given in the lesson.
- If a student uses their device without permission during a lesson (including if they are out of the classroom) they will comply with staff instructions when asked for their device for confiscation.
- After staff specified use, the device must again be powered down and put away.
- Students bringing their own laptop or tablet are required to connect to the school's network as part of the BYOD program.

Unlawful or suspected unlawful use of a personal technology device at school will result in the device being confiscated and handed to the police for further investigation.

Students who have a complaint about a school related issue should follow the school's Incident Report procedure and make the complaint to the relevant staff member to assist them instead of ringing parents/guardians. This enables the student to develop independence and appropriate problem-solving skills. The relevant staff member will contact parents/guardians where required.

Students are urged to ensure the security of their personal technology devices at school, as with other valuables. These devices are brought and used at the owner's risk. The school does not accept liability for the loss, theft, or damage to mobile phones or personal technology devices brought to school.

School staff will follow lesson set up procedures and remind students that their devices should be powered down and out of sight. School staff will attend to students who fail to meet the requirements above by confiscating the device and taking it to the General Office:

Confiscation of personal technology devices:

1. On the first occasion in a term, the student's device will be kept securely at the General Office, labelled with the student's name. The student is permitted to collect their device at the end of the school day.
2. If a student's device is confiscated on a second occasion during a term, the student's device will be kept securely at the General Office, and they will be spoken to by a Deputy Principal or HoD of Student Development who will also contact the student's parent/guardian. The student is permitted to collect their device at the end of the school day
3. On the third occasion during a term that a student does not comply with school expectations, the device will be confiscated and kept securely at the General Office. The student's parent / guardian will be contacted and the device will only be returned to the parent/guardian.

NOTE: Teachers should promptly take devices to the office for safe-keeping and so they can be collected by the student at the end of the school day. If a device is confiscated towards the end of the school day and the teacher will not be able to take it to the office directly at the end of the school day, they should attempt to contact the office to find out if the student has previously had their phone confiscated. Unless it is the third or more occasion that a student has had their phone confiscated, the teacher may return the phone directly to the student before recording the confiscation with the office.

Procedure if student refuses to hand their personal technology device to school staff for confiscation

The staff member notifies the relevant Year level Deputy Principal/HoD Student Development and their Support staff member. On the first occasion of refusal to hand their device to a staff member, the student will be required to hand their device to the Year level Deputy Principal/HoD Student Development or their Support staff member and they will then be required to hand their device to the office in A8 for three full days. On second and subsequent refusals the student will be required to hand their device to the Year level Deputy Principal/HoD Student Development or their Support staff member and they will then be required to hand their device to the office in A8 for five full days.

Students who refuse to hand their personal technology device to their Year level Deputy Principal/ HoD Student Development or their Support staff member will be dealt with under the school's Disciplinary Consequences.

Student access to the Education Department's ICT Facilities and Devices

The Advice for state schools on acceptable use of ICT facilities and devices, underpins Pimlico State High School's growth and improvement in innovative programs and resources. Essential tools for providing these innovative educational programmes are the intranet, internet, email and network services (such as printers, display units, BYOD devices and interactive whiteboards). At all times students, while using these ICT facilities and devices, will be required to act in line with the requirements of the Student Code of Conduct.

It is unacceptable for students at Pimlico State High School to:

- Share their password with others and/or use another person's log in information
- 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
- Deliberately waste printing and internet resources
- Damage computers, printers or network equipment
- Commit plagiarism or violate copyright laws
- Ignore teacher directions for the use of social media, online email and internet chat
- Send chain letters or spam email (junk mail)
- Knowingly download viruses or any other programs capable of breaching the department's network security
- 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 personal hotspots to bypass the department's filtered internet service.
- Download and install a Virtual Private Network (VPN)

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Pimlico State High School Student Code of Conduct. In addition, students and their parents should:

- Understand the responsibility and behaviour requirements (as outlined by the school) 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
- 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 and/or directories 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 however, avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Pimlico State High School strategically plans for student wellbeing and uses the Australian Student Wellbeing Framework and the Student Learning and 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.

Pimlico State High School utilises student voice through our Student Council, The Inter-year Program, the Engagement and Wellbeing Survey, other surveys as relevant and student forums. A strategic priority for Pimlico State High School is Wellbeing and capturing this student voice is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

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.

Although these conflicts may still be serious and require intervention or management, however they do not (as single incidents) meet the threshold of a behaviour that can be described as bullying.

If students are experiencing bullying they should report to Student Services in A8 to complete an incident report form.

The following flowchart explains the actions Pimlico State High School 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 timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s. It is important for students to continue to report ongoing issues and keep key staff informed so that the continuum of follow up can occur.

Key contacts for students and parents to report bullying:

- Student Services in A8
- Care teacher
- Year Level Coordinator
- Guidance Officer
- Student Support Services Staff
- HoD of Student Development (Yr 7 & 8)
- Deputy Principal (Yr 9 – 12)

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyber Bullying

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

If students are experiencing cyberbullying they should report to Student Services in A8 to complete an incident report.

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, however, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Pimlico State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This may include 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.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond under the *Student protection procedure*.

Explicit images
If the incident involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content (including into OneSchool records). Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the *Online incident management guidelines*.

Help
Refer to the *Online incident management guidelines* for more details, or if assistance is required, contact the Cybersafety and Reputation Management team (CSRM) on 3034 5035, email Cybersafety.ReputationManagement@qed.qld.gov.au or search 'Cybersafety' through Services Catalogue Online.

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

YES or NO

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve evidence of the online content or a potential unlawful online behaviour, where legally permissible. Note the exemption about explicit images above. Confiscation of digital devices can only be done under the *Temporary removal of student property by school staff procedure*.

3. Is there a potential crime? (See Appendix 3 of the *Online incident management guidelines*.)

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to *Disclosing personal information to law enforcement agencies* procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement, but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour in line with the Student Code of Conduct.

Inform the student's parent/s (and student if appropriate) of their options:

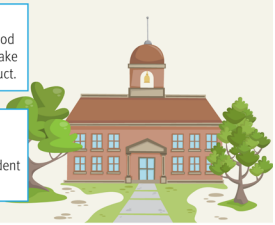
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cyber Security Centre.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with an law enforcement agency (LEA) by completing an LEA referral form, under the *Disclosing personal information to law enforcement agencies* procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

4. Take steps to remove the upsetting or inappropriate content
If the poster of the content is known, request removal. Alternatively use online reporting tools. If assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school community, the principal can take appropriate follow-up action according to the Student Code of Conduct.

6. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.



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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support 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 Pimlico State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include 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 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. Students must understand they are responsible for the content they publish on social media platforms.

It's important to remember that sometimes negative comments posted about individuals and 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 and members of 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 the school uses social media to update parents of school notices and events, 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.

Students who use a social media platform to post inappropriate comments about the school, staff or other students may have consequences in line with misbehaviour and conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school (including conduct which does not happen on school grounds or during school hours), conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (including conduct which does not happen on school grounds or during school hours), or the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff at the school.

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

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

The use of restrictive practices will always be used 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.

An example of where a restrictive practice might be "reasonable" in the circumstances would be:

- using manual guidance to prevent a student running onto a busy road
- holding a student to prevent them physically attacking someone, or
- the student is behaving in a way that poses an immediate foreseeable risk of harm to themselves or others.

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 physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

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

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

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

Critical Incidents

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.

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.

All critical incidents will be recorded and reported in line with departmental procedures (ie Oneschool and or MyHRWHS).

Legislative Delegations

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

Resources

- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Queensland Department of Education Spark Their Future
- Raising Children Network
- Student Wellbeing Hub
- BeYou – Beyond Blue
- Reach Out
- Take a Stand Together
- Safe Schools Hub
- eSafety's Parents page
- ThinkUKnow Parents Portal
- Computers and your child
- Social media and the school community