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Pumicestone State School

Student
Code of Conduct
2020-2023
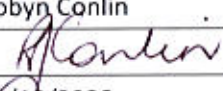
Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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School Website Address:	https://pumicestoness.eq.edu.au/
Contact Person:	Robyn Conlin (Principal)

Endorsement

Principal Name:	Robyn Conlin
Principal Signature:	
Date:	11/12/2020

P&C President and/or School Council Chair Name:	Anthony Oliver
P&C President and/or School Council Chair Signature:	James Jeffrey
Date:	11/12/2020

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

The Pumicestone State 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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Pumicestone State School 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:
- 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.

At Pumicestone State School we believe discipline is about more than consequence. 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, providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Pumicestone State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and carers 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.

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

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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 in place for students: Nuture, Challenge and Care.

Students

Below is our Whole School Behaviour Matrix explaining what the PBL expectations look like for students across the school in all settings. In addition, each classroom will have the school PBL behaviour posters to help students and visitors understand the expectations and meet the standards we hold for everyone at Pumicestone State School.

	We Nurture I nurture myself and others by being safe, sensible and supportive	**We Challenge** I challenge myself and others to be the best we can be	**We Care** I care through respecting myself, others and our school
Whole school Arrival/ Departure Transitions Daily Routines	I keep hands, feet and objects to myself I make safe and sensible choices I include and encourage others I am sun safe	I take responsibility for my actions I celebrate the success of myself and others I have high expectations for myself and others I am in the right place at the right time I positively represent the school when I am in my school uniform	I patiently wait my turn I line up quickly and quietly I quietly walk with my class in two lines I walk along the footpath I greet and acknowledge others I care for the environment I proudly wear my uniform I enter and depart the school grounds safely I follow staff instructions
Learning Environment	I allow others to learn I manage my emotions I use positive language	I participate by questioning and actively listening I am organised and ready for learning I show persistence in all tasks I ask for help and feedback I work collaboratively with others I work towards my learning and behavioural goals	I use all materials appropriately I raise my hand to speak I keep my workspace and classroom tidy I only enter classrooms while a teacher is present I ask permission to leave the classroom I follow teacher instructions
Play Areas	I play safely and sensibly I foster positive relationships	I move directly to the correct area I play in the correct area I show resilience when playing games	I follow rules in games and on equipment
Toilets	I use the toilets safely and sensibly I wash my hands	I use the toilets at appropriate times	I respect privacy I respect the facilities and report accidents
Excursions / Sports	I follow safety instructions, game rules and regulations I stay with staff member in charge and my group	I take pride in representing my school I am a team player • I play to the best of my ability • I don't talk back or use put downs • I am honest • I shake hands (win or lose) I show good sportsmanship	I respect referee's and coach's decision I follow instructions on transport and off school grounds I wear the appropriate uniform and protective gear
Tuckshop / Eating Areas	I have healthy food and water I remain seated during eating time I wash my hands before I eat		I clean up my messes I put rubbish in bin I report spills to a teacher I eat in the designated area

Parents and carers and staff

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

Nurture

What we expect to see from you	What you can expect from us
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents and carers to leave and collect students.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school-related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Challenge

What we expect to see from you	What you can expect from us
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 stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents and carers about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents and carers.

Care

What we expect to see from you	What you can expect from us
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents and carers, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents and carers to know what consequence another student might have received, we will not disclose or discuss this

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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 carers and students will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching

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

Teachers at Pumicestone State School 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 demonstrate their learning.

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

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

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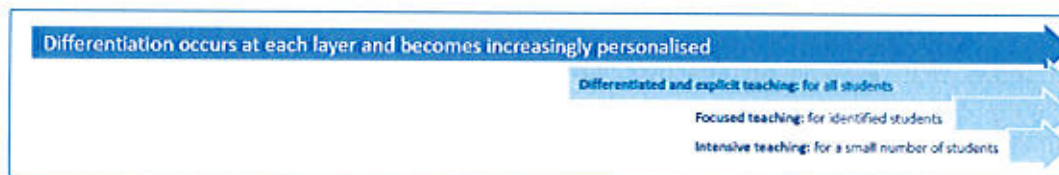
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for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

Every classroom in our school uses the Whole School Behaviour Matrix as a basis for 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. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

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.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Pumicestone State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching.

Pumicestone State School has a range of student support staff in place to help arrange and deliver focused teaching to students who need extra support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:
- Berry St
- Ready to Learn
- Functional Based Assessment
- Social Programs

For more information about these programs, please speak with your Deputy Principal.

Intensive Teaching

Research shows that, even in an effective, well-functioning school, there will always be approximately 2-5% 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/s and following consultation with the student's family or support network.

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

Students who require intensive teaching will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student. This could be the SET, guidance officer, EC case manager, HOSES, deputy principal or principal.

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

The majority of students will be confident in and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, supports, rule reminders, time out and exit class 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. Approximately 15% of the student population may experience difficulty with meeting the stated expectations and, even with focused teaching, in-class corrective feedback, supports, rule reminders, time outs and exit class, continue to display low-level problem behaviour. 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, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the deputy principals or 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, or no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

The class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. These may include:
- pre-correction (e.g. "Remember, walk quietly to your seat")
- non-verbal and visual cues (e.g. posters, hand gestures)
- whole class practising of routines
- ratio of 4 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
- selective attending of inappropriate behaviour
- revised seating plan and relocation of student/s
- individual positive reinforcement for appropriate behaviour

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- classwide incentives
- reminders of incentives or class goals
- redirection
- low voice and tone for individual instructions
- give 30 second 'take-up' time for student/s to process instruction/s
- reduce verbal language
- break down tasks into smaller chunks
- provide positive choice of task order (e.g. "Which one do you want to start with?")
- prompt student to take a break or time away in class
- model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- provide demonstration of expected behaviour
- peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- private discussion with student about expected behaviour
- reprimand for inappropriate behaviour
- warning of more serious consequences (e.g. removal from classroom)
- time out in class
- referral to exit class.

Focused

The class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- functional behaviour assessment
- class/student observations
- individual behaviour student support strategies (e.g. Individual Behaviour Support Plan [IBSP], tick chart or monitoring chart, positive reward chart, lunch time chart, behaviour contract)
- targeted skills teaching in small group
- social groups
- re-engagement room referral
- class withdrawal
- behavioural contract
- counselling and guidance support
- self-monitoring plan
- check-in, check-out strategy
- teacher coaching and debriefing
- referral to student SWAT for team-based problem-solving
- stakeholder meeting with parents and carers and external agencies.

Intensive

The school leadership team works in consultation with the student support network to address persistent or ongoing serious problem behaviour. This may include:
- individual support plan following a functional behaviour assessment
- complex case management and review
- stakeholder meeting with parents and carers and external agencies including regional specialists
- temporary removal of student property (e.g. mobile phone)
- short-term suspension (up to 10 school days)

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- long-term suspension (up to 20 school days)
- charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate [principal] about their exclusion from school)
- exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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 Pumicestone State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal or delegate 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 carers 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 Pumicestone State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parents and carers, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from 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.

It is not mandatory for the student or their parents and carers to attend a re-entry meeting. It may be offered as a support 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 or in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the principal or their delegate attending with the student and their parents and carers.

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

Structure

The structure of the re-entry meeting should follow a set agenda, which is shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parents and carers at a later date and time. This meeting should have a narrow focus on making the student and their family feel welcome back into the school community.

Possible agenda:
- welcome back to school
- check in on student wellbeing
- discuss any recent changes to school routine or staffing
- offer information about supports available (e.g. guidance officer)
- set a date for follow-up
- thank student and parents and carers for attending
- walk with student to classroom.

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/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.

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Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Robyn Conlin, Principal of Pumicestone State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

Robyn Conlin

Robyn Conlin
Pumicesonte State School
QUEENSLAND DEPARTMENT OF EDUCATION

8-6-20
DATE

School Policies

Pumicestone State School has designed school discipline policies 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
- Student dress code
- Restrictive practices
- Critical incidents

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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 and maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Pumicestone State School and will be removed if found in a student's possession:
- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)

*No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, such as 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 Pumicestone State School:
- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school

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- may seize a student's bag where there is suspicion that the student has a dangerous item (e.g. a knife) in their school bag, prior to seeking consent to search from a parent or calling the police
- require consent from the student or parent 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
- may be required to search a student's property where necessary in the event of an emergency circumstance without student or parent consent (e.g. to access an EpiPen for an anaphylactic emergency)
- require consent from the student or parent 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 and carers should be called to make such a determination.

Parents and carers of students at Pumicestone State School:
- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    o is prohibited according to the Pumicestone State School 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 Pumicestone State School
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    o is prohibited according to the Pumicestone State School 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 their property as soon as possible when advised by the principal or state school staff it is available for collection.

Preventing and responding to bullying

Pumicestone State School 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. Positive parent engagement with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Pumicestone State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

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A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety, and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents and carers was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Pumicestone State School we believe students should be at the forefront of advising staff, parents and carers and the broader community about emerging issues and practical solutions suitable to different contexts.

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)
- Behaviour that is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Pumicestone State School 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.

Key contacts for students and parents and carers to report bullying:

Prep to Year 6 –	Class teachers/ Student Engagement Teacher
Deputy Principals –	Joshua Gooderham P-2
	Anthony Oliver 3
	Ashleigh Woods 4-6

Cyberbullying

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

In the first instance, students or parents and carers who wish to make a report about cyberbullying should approach the regular class teacher. Deputy principals or the student engagement teacher can be approached directly by students, parents and carers or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and carers 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, including cyberbullying. Parents and carers 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 Pumicestone State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences, such as suspension or exclusion from school, for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, such as 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 and carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents and carers may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff engaging is such behaviour will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to your year level deputy principal.

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How to manage online incidents that impact your school

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

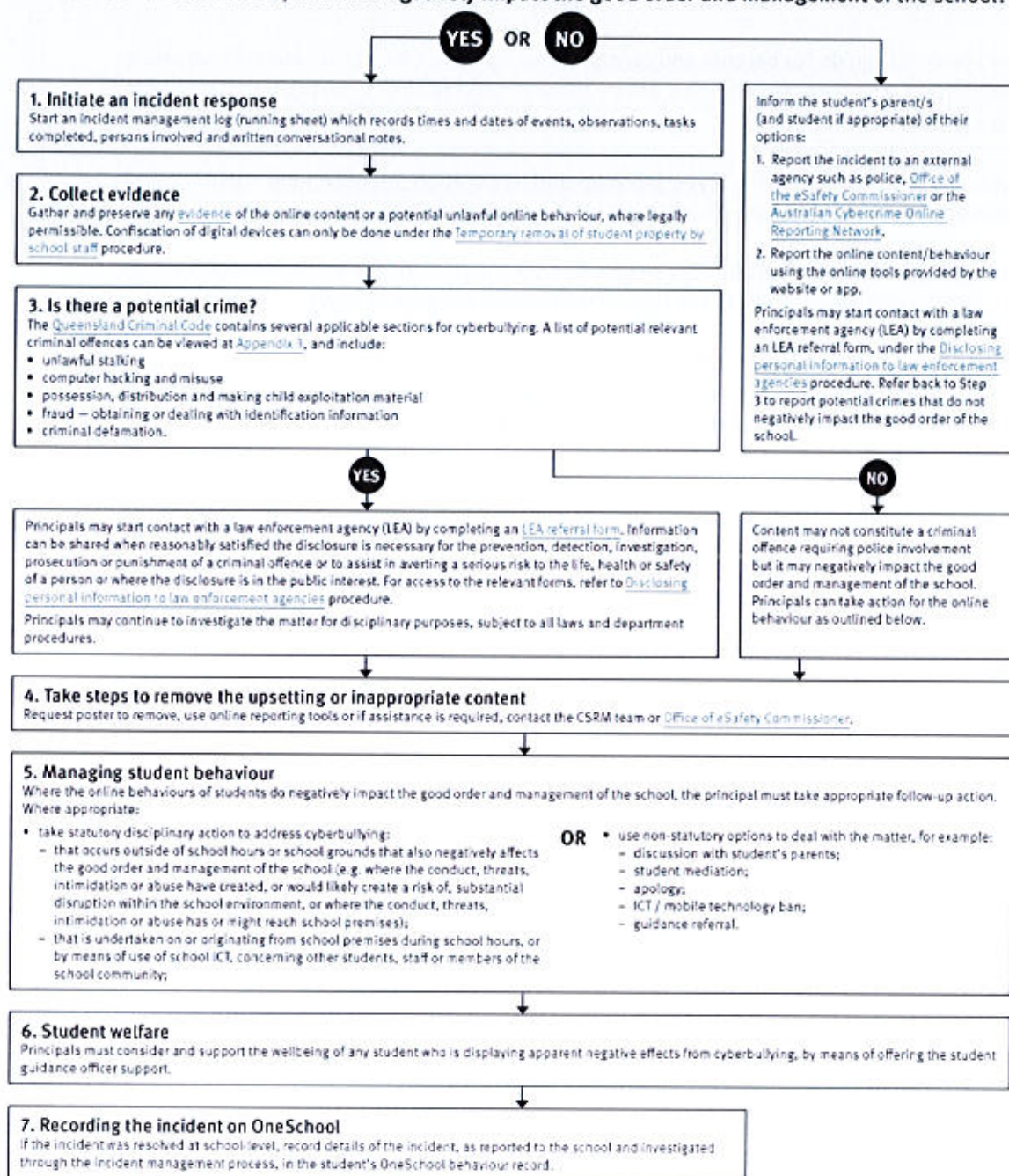**Explicit images**
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative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

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

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

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 any evidence of the online content or a potential unlawful online behaviour, where legally permissible. 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?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 1, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud – obtaining or dealing with identification information
- criminal defamation.

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.

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 Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a 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.

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 as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. 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.

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Cybersafety and Reputation Management (CRM)

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

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

The team provides a guide for parents and carers 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

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

Students who have been subject or witness to bullying have access to a range of support staff (ie. Classroom Teacher, Deputy Principal, Student Engagement Teacher, Chaplain or Guidance Officer). Students are 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 Pumicestone State School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Pumicestone State School – Anti-Bullying

Our anti-bullying initiative provides clear expectations of the way our community at Pumicestone State School works together to establish a safe, supportive and disciplined school environment. This is discussed with all students and their parents and carers upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

We agree to work together to improve the quality of relationships in our community at Pumicestone State School. It is through the intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying and improve the quality of the schooling experience for everyone.

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)
- Behaviour that 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

We believe that no one deserves to be mistreated and that everyone, regardless of race, colour, religion, sexuality, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability or intelligence, has the right to feel safe, secure, and respected.

I agree to:
- treat everyone with kindness and respect
- abide by the school's anti-bullying policies and procedures
- support individuals who have been bullied
- speak out against verbal, relational, physical and cyber bullying.
- notify a parent, teacher, or school administrator when bullying does occur.

Student signature:

Parent signature:

School representative signature:

Date:

Pumicestone State School – Social Media

This document outlines the expectations for all students and parents and carers/community members regarding the use of social media.

Rationale:

Pumicestone State School is committed to providing staff, parents and carers and students with the best possible Information and Communication Technologies (ICT) in order to provide access to a wide range of educational resources and learning tools.

All members of the Pumicestone State School community are expected to uphold the values of the school in all social media interactions. Staff, students and parents and carers will not act in a way that the image of Pumicestone State School is brought into disrepute, nor in a way that harms members of the school community. Social media should not be used to cyberbully, insult, present offensive or inappropriate content or to misrepresent Pumicestone State School or any member of the school community.

Definition:

Social media refers to the means of interactions among people in which they create, share and exchange information and ideas in virtual communities and networks.

Aims:

The acceptable use of social networking sites provides an opportunity to:

- use social media as a professional development tool for staff
- engage and interact online e.g. networks
- monitor student and staff interaction over the school network
- upload student and staff videos
- improve communication with the school community

Overview:

Social networking sites, blogs and world wide web sites must be considered as documents that are published in the public domain. Such sites allow the free sharing of information and opinions.

Information placed online may be useful, entertaining, and provide a medium for friends to share experiences, photographs, messages and to stay in touch. On the other hand, entries that breach privacy conventions or regulations may be considered to be cyber bullying, be defamatory, obscene, and libellous, or regarded as inappropriate.

Information published on the public domain, including that on social networking sites and blogs, should be considered to be permanently published. It is almost impossible to remove information once it has appeared, even when it seems to have been taken down.

Classroom blogs and other social media tools open up communication between students, parents and carers and teachers. This kind of communication and collaboration can have a positive impact on learning at Pumicestone State School. The school encourages parents and carers to collaborate with online communication when requested. It is expected that parents and carers act responsibly and respectfully at all times, understanding that their conduct not only reflects on the school community, but will be a model for our students as well.

STUDENT GUIDELINES

Online behaviour should at all times demonstrate respect for the dignity of each person.

Student use of social networking sites, such as Facebook, Snapchat, Tik Tok and Instagram, whilst at school is forbidden. The school's ICT resources are provided for teaching and learning. Student use of social networking sites at home is the responsibility of the parents and carers and must not implicate the extended school community in any way. They should respect the rights and confidentiality of others.

Information and opinion that refers directly or indirectly to Pumicestone State School, its administration, its students or its members of staff, must not be posted unless officially sanctioned by the principal or deputy principal and the individual(s) concerned.

Students are not permitted to join a staff member's area on networking sites. If students attempt to do this, the member of staff is to refuse the student access and inform the principal. The student's parents and carers will be informed if this happens.

Student use of social networking sites, out of school hours, should not:
- post content that is hateful, threatening, pornographic, or incite violence against others
- impersonate or falsely represent another person
- give out personal information, including last names, phone numbers, addresses, exact birth dates and pictures (**photos cannot be posted when in school uniform**).
- bully, intimidate, abuse, harass or threaten others
- harm the reputation of Pumicestone State School or those within its community
- engage in bullying, spamming, illegal behaviour, malicious blogging or similar antisocial behaviours

Students who engage in antisocial behaviours in a social networking or blogging site that have ramifications within the school community (such as bullying a fellow student) will be subject to school regulations regarding such behaviour, even though the infringements occurred outside the school.

Students are advised to use blogging provider sites with clearly stated terms of use, making sure they can protect the actual blogs, not just the user accounts, with password protection. However, it should always be presumed that *anyone* can see it.

PARENT/COMMUNITY GUIDELINES:

Online behaviour should demonstrate a respect for the dignity of each person at all times.

Pumicestone State School understands that social networking is part of life. It is the way many people connect. The school reminds parents and carers and students to exercise caution and suggests community members avoid discussing school issues online, especially issues with multiple points of view, within which provocation can occur.

The school requests the community to remember the following guidelines with regard to social networking and posting and posting about school business from home devices:
- appropriate language should always be used (no swearing)
- students, teachers and school administration must never be named on social networking sites, including messaging services
- parents and carers' rights not to have their child's photos posted on Facebook should be respected
- before uploading photos, audio or video, parents and carers need to seek appropriate written permission from any individual involved
- respect the rights of parents and carers to post their child's photos on their chosen social media

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- online posts about the school should be framed in a positive manner at all times, with negative views expressed through discussion with school staff
- be aware that many social media sites have age restrictions that have implications for their primary-aged children (e.g. Facebook, Instagram and Gmail are all restricted to those aged 13 and above)
- monitor their children's online social media activity and read the terms and conditions of various social media sites and applications their children are interested in using
- social media accounts, such as Facebook, cannot be set up using the "Pumicestone State School" name, as any interactions can implicate the brand of the school.

Emails to staff:
Pumicestone State School staff use email to communicate with parents and carers. Pumicestone State School staff request the following guidelines be adhered to when using email to communicate:
- emails should be used to set up a meeting with the purpose to discuss an issue
- emails must not be abusive, aggressive or forceful in nature, with emails that are inflammatory, overly aggressive or abusive referred to the principal and appropriate action taken

As teachers are in classes carrying their role as educators throughout the day (including playground/eating duty) to meet their duty of care responsibilities, email cannot be answered immediately. Pumicestone State School staff will endeavour to answer emails within two business days (not including weekends or school holidays) on those occasions where a response is necessary.

The guidelines above will be adhered to by staff when an email is sent to a parent.

Legal Liability
When individuals choose to go public with opinions via a blog, social networking site or a personal website, they are legally responsible for their commentary. **Individuals can be held personally liable for any commentary deemed to be defamatory, threatening, obscene, proprietary or libellous.**

Employees should exercise caution with regards to exaggeration, colourful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. The summary position is that you post online at your own risk. **Outside parties can pursue legal action against you for postings.**

Privileged Information
It is forbidden for employees of Pumicestone State School to divulge, post or publish any confidential, proprietary or privileged information pertaining to the school, its staff, students, policies, finance or procedures. This information may not appear on a blog, personal web site or social networking site.

We acknowledge that technology changes rapidly. If any member of the Pumicestone State School community has a concern or question pertaining to social media or social networking sites, this should be directed to the principal.

Parents and carers, students or staff who have a complaint or issue arise from social media should contact the principal.

Use of mobile phones and other devices by students

This document outlines the guidelines for students and parents and carers/community mobile phone users while on school premises to ensure student learning is not interrupted.

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about

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through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Pumicestone State School has determined that the knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents and carers, 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, carers and visitors will respect the community agreed expectations for our technology-free spaces and behaviours.

Students and Mobile Phones

It is assumed that any child bringing a mobile phone to school needs it for safety when travelling to and from home, but not during the school day.

Therefore:
- Phones are to be turned to off and submitted to the office on arrival at school where they are checked in via a register
- They are to be collected and signed out at the end of the school day
- No student mobile phones are permitted to camp or on excursion as students are in the direct care of the teachers

Parents and carers in School Grounds and Mobile Phones

We appreciate the support that parents and carers give by helping in classrooms and attending parades and other functions. We know that parents and carers are concerned that student's learning is not interrupted.

Therefore, it is requested that parents and carers have mobile phones turned to silent or while in school grounds, allowing incoming calls to be recorded as 'missed calls', and returning the calls at an appropriate time such as the end of a small group session.

The Pumicestone State School community has agreed on a school dress code for all students, which actively encourages students to take pride in themselves and their school. It is our expectation that, upon student enrolment at Pumicestone State School, parents and carers will agree to uphold our Student Dress Code by way of signing the Enrolment Agreement Form.

Consistent student dress standards promote a powerful school identity and communicate a positive image of our school as a highly regarded community of learners. We expect that students proudly uphold this image of Pumicestone State School with good standards of dress and behaviour at all times. The Pumicestone State School Dress Code aims to contribute to a safe and supportive teaching and learning environment through:
- ready identification of students at school
- fostering a sense of belonging
- developing mutual respect among students by minimising visible evidence of physical, economic or social differences
- minimising exposure to hazards by adopting uniform items that enhance workplace health and safety practices
- taking into consideration cultural and/or religious beliefs

Responsibilities

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

It is **acceptable** for students at Pumicestone State School to:

- use approved school devices for
    - assigned class work set by teachers
    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - conducting general research for school activities and projects
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a school approved device
- switch off and hand any smart device (any device that has cellular connectivity) to our school office before school and then collect after school
- seek staff approval where they wish to use a mobile device under special circumstances (e.g. needing to call parents and carers for collection after school whilst waiting in the school grounds)

It is **unacceptable** for students at Pumicestone State School to:

- use a mobile phone or other devices including smart watches in an unlawful manner
- use a mobile phone or other device including smart watch in technology-free spaces or times
- 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 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
- use phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff

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 Pumicestone State School Student Code of Conduct. In addition, students and their parents and carers 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 for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Student Dress Code

Pumicestone State School – Student Dress Code

This document outlines the appropriate dress standards for students at this school which directly reflect community standards.

This document outlines the procedures undertaken at this school to meet its duty of care obligations and promotes a supportive school environment by:
- *Providing adequate supervision of students during school hours while on the school campus*
- *Ensuring maintenance of proper discipline to minimise the risk of students injuring themselves and others*
- *Providing a clear set of guidelines for students regarding expectations during breaks, before and after school times*
- *Ensuring our campus facilities and equipment are maintained and kept as hazard free as possible.*

Pumicestone State School's Dress Code consists of an agreed set of standards and identifies the uniform our students wear when:
- attending or representing their school
- travelling to and from school
- engaging in school activities out of school hours.

At Pumicestone State School, the expectation is that each day students:
- wear one of the agreed Pumicestone State School uniforms as outlined below
- wear black fully-enclosed shoes with plain black shoelaces, suitable for participation in physical activities every day
- wear white plain full ankle socks
- wear the Pumicestone State School hat while engaged in outdoor activities (No Hat, No Play).

Girls Uniform Options
- unisex school polo shirt (Year 6 senior shirt) with Pumicestone State School logo
- unisex sport shorts with Pumicestone State School logo OR girls sport skort
  OR plain navy shorts

AND
- formal blouse with Pumicestone State School logo
- navy skort or skirt

Boys Uniform Options
- unisex school polo shirt (Year 6 senior shirt) with Pumicestone State School logo
- unisex sport shorts with Pumicestone State School logo OR plain navy shorts

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AND
- formal shirt with Pumicestone State School logo
- tailored navy shorts OR plain navy shorts

Sun Safe
School hats must be worn when working or playing outside at all times. No Hat, No Play policy is in effect at all times.

Bikinis are not acceptable wear for swimming or swim-related activities. A one-piece swimming costume or board shorts with a swim shirt is the acceptable choice. UV protective swimwear is recommended. In line with Education Queensland's Sun Safety Strategy, children are required to wear swim shirts for all water activities. If parents and carers are unable to provide a swim shirt, we will allow students to wear a t-shirt instead.

Jewellery
Students are permitted to wear only the following items:
- a watch – excluding watches with photo and cellular ability
- one small plain stud or small plain sleeper of silver or gold in the lower lobe of one or both ears
- one small signet ring
- medical alert bracelets
- religious pendants, at the request of a parent

Hair
Students are to wear their hair in a neat and tidy manner. Hair that is longer than shoulder length is to be tied up neatly in navy, lime or purple hair bands, ribbons or scrunchies. Hair is not to be coloured and styles must be fairly conservative (NO mohawks, tracks or colour). The length of the fringe should not exceed the eyebrows so as not to impede learning or pose a safety risk.

Make-Up
No make-up is to be worn to school. Coloured nail polish is not acceptable.
No stick-on or henna tattoos are to be worn.

Sports Uniform
Navy blue shorts/skorts, black joggers, white ankle socks and Pumicestone State School hats are part of the sports uniform with plain coloured polo or t-shirts in the sport house colours.

Winter Uniform
Winter uniform pieces include:
- Pumicestone State School jersey
- Pumicestone State School zip-up jumper or plain navy jacket/jumper
- Pumicestone State School tracksuit pants or plain navy tracksuit pants
- navy stockings/tights (footless tights or leggings are not permitted)

If you are unable to purchase a school jacket we ask that your child wear a plain navy jumper without any patterns, logos or hoods.

PLEASE NOTE: The school dress code policy **DOES NOT** include any other item of clothing or accessory other than that included in the list of uniform items. For example:
- Jeans and non-school uniform jumpers are unacceptable.
- No denim, baggy/long style shorts that extend beyond the knee, board shorts, basketball or cargo style shorts are allowed.
- No thongs, sandals, high heeled or slip on shoes can be worn due to safety.

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- No visible undershirts, mid-riffs, waistbands, underpants are to be worn.
- No facial piercings should be visible.
- No footless stockings, patterned stockings, bike pants or leggings are permitted.
- No make-up or coloured nail polish, body markings made by felt pens, or visible tattoos are allowed.

Correct Footwear Guide
Due to Workplace Health and Safety regulations, student footwear must provide adequate protection and cover the entire foot. Students attending Pumicestone State School must wear black (100% black, no other colour) polishable leather OR vinyl joggers/shoes that are fully enclosed. Joggers are preferable as regular physical activity is part of the curriculum. Shoelaces must be black. Velcro fasteners are recommended for Prep students. Suede or canvas shoes are not acceptable.

Non-compliance with Student Dress Code Policy
A number of strategies may be employed by the school staff in the event students are non-compliant with the school's mandatory Student Dress Code. These strategies will be compliant with the Education (General Provisions) Act 2006.
Strategies include:
- seeking parental support for compliance eg letter or telephone call, including requesting that the correct uniform be brought to the school for the student
- assisting students with genuine economic hardship to acquire uniform, e.g. uniform loan
- any child not able to wear the school uniform due to emergency situations should at least be dressed in school colours (navy blue, lime, purple) and bring a note to the classroom teacher
- all non-school purchased items should be the same style and colour as those sold from the school uniform shop.

Whatever the strategy implemented, it is the intention of the school administration to ensure every student complies with the Student Dress Code policy every day. Official school events also require full compliance with the school uniform. The principal will record any agreement or any variation to the school uniform negotiated with individual families by official correspondence.

It is considered that the wearing of a school uniform allows our students to exhibit both a sense of identity and sense of unity. The wearing of the school uniform by our students reflects their pride in our school's standards, achievements and reputation within the community. The wearing of the school uniform at school and at community functions enhances the public's perception of our school and of our students. The manner in which our uniform is worn to present a neat and tidy appearance is an indication of individual pride in our school.

The Pumicestone State School community thanks you for supporting our high standards culture.

P&C Endorsement
The Dress Code was endorsed by the Pumicestone State School Parents and Carers & Citizens Committee in November 2020.

The P&C of Pumicestone State School resolves that it supports a student dress code for Pumicestone State School because it believes that a student dress code at Pumicestone State School promotes the objectives of the Education (General Provisions) Act 2006.

In particular, the P&C of Pumicestone State School supports the intention of this student dress code in providing a safe and supportive teaching and learning environment by:
- *ready identification of students and non-students at school*
- *fostering a sense of belonging*

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- *developing mutual respect among students by minimising visible evidence of economic or social differences, and*
- *eliminating the distraction of competition in dress and fashion at school.*

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

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

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for consequence 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 physical restraint, mechanical restraint or clinical holding which are based upon behaviour risk assessment or clinical health needs 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.

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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