



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning



## Miami State School

# ***Responsible Behaviour Plan for Students 2017***

**based on *The Code of School Behaviour***

### **1. Purpose**

Miami State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

### **2. Consultation and data review**

Miami State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Principal's Supervisor in March, 2016, and will be reviewed in 2017 as required in legislation.





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### 3. Learning and behaviour statement

All areas of our school are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of education programs.

As a community we work together – staff, students and parents/carers – to provide a positive learning environment that promotes high standards of achievement and behaviour for all students. Our plan outlines our strategies for encouraging positive behaviour, minimising inappropriate behaviour and responding decisively where necessary.

The Miami State School Values form the foundation of our behaviour expectations. We expect from all members of our learning community:

**Honesty** in words and actions;  
**Respect** for others, ourselves and the environment;  
**Commitment** to doing our best.

Our Responsible Behaviour Plan for Students identifies clear expectations for students' behaviour, assisting us to create and maintain our positive and productive learning and teaching environment.

### 4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

#### • Universal behaviour support

At Miami State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behaviour expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behaviour expectations has been attached to each of our three school values, and outlines our agreed rules in all school settings.





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VALUE	BEHAVIOUR EXPECTATIONS
<b>HONESTY</b>	<ul style="list-style-type: none"> <li>• have the courage to be honest and always tell the truth</li> <li>• respect your own and others' property and belongings</li> <li>• do not interfere with or access personal belongings of other students or staff without their permission and return property of others in good condition</li> <li>• treat school property with respect (no graffiti or vandalism)</li> <li>• respect our environment (stay out of gardens, trees and areas needing restoration)</li> <li>• be in the right place at the right time</li> <li>• stay inside school and year level boundaries (no playing in out of bounds areas or truant behaviour)</li> <li>• only enter classrooms when teachers are present</li> <li>• obey class and school rules</li> </ul>
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>• consider other people's feelings (no racism, put downs, bullying, teasing or harassment)</li> <li>• treat others with courtesy, justice and respect (no sexualised behaviour)</li> <li>• allow others to learn (do not disrupt others)</li> <li>• speak in a polite manner (no inappropriate or offensive language)</li> <li>• use the internet responsibly (no access to inappropriate materials)</li> <li>• communicate responsibly through electronic means (no bullying)</li> <li>• keep hands, feet and objects to self</li> <li>• be responsible for own behaviour and accept the consequences of your actions</li> <li>• play and behave in way that is safe to me and others</li> <li>• access playgrounds during approved school hours and during teacher supervision</li> <li>• walk on concrete areas and areas of high congestion</li> <li>• wear school hats for all outdoor activities</li> <li>• develop and engage in healthy eating habits (no smoking, drugs or alcohol)</li> <li>• ensure only approved jewellery is worn and removed for physical education and sporting activities</li> <li>• care for the environment – keep classrooms, playground, eating areas and toilets clean and ensure all litter is placed in green bins</li> <li>• ensure all food to be eaten in appropriate areas</li> </ul>
<b>COMMITMENT</b>	<ul style="list-style-type: none"> <li>• always endeavour to do your personal best and feel proud of your accomplishments</li> <li>• represent your school with pride</li> <li>• take on new challenges and always strive to improve</li> <li>• participate in all activities with enthusiasm</li> <li>• ensure all school requirements are brought to school and be prepared and organised</li> <li>• listen and concentrate</li> <li>• use time wisely and stay on task</li> <li>• complete homework and assessment tasks to the best of your ability</li> <li>• set a good example for others in all situations</li> <li>• behave sensibly on excursions</li> <li>• wear uniform correctly and with pride</li> </ul>





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## EXPECTATIONS MIAMI STATE SCHOOL RULES AND EXPECTATIONS

### DISCIPLINE

For effective learning to take place in our school it is necessary that each and every child possess the required measures of discipline and self-control. Teachers can do much more for the well-mannered, considerate pupil who has a good attitude to authority and willingly accepts directions. Unacceptable social actions form a barrier to learning, and parents are asked to consider all the students.

### SCHOOL EXPECTATIONS

Our school community has identified the following school values to promote our high standards of responsible behaviour.

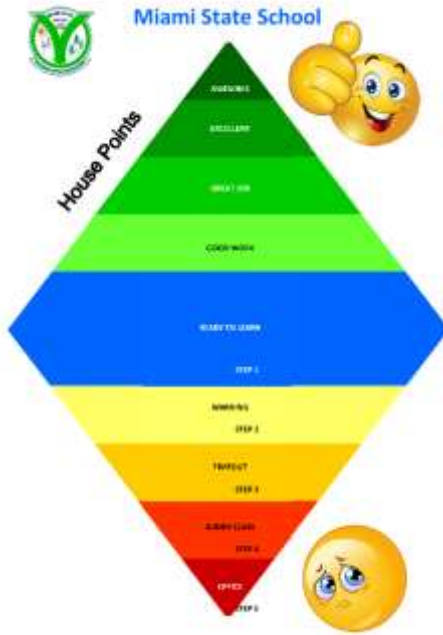
	<b>HONESTY</b>	<b>RESPECT</b>	<b>COMMITMENT</b>
	<b>Honesty in words and actions.</b>	<b>Respect for others, yourself and the world.</b>	<b>Commitment to doing your best at learning and life.</b>
<b>ALL AREAS</b>	<ul style="list-style-type: none"> <li>Be truthful give the real reason for your actions.</li> <li>Ask permission to leave the classroom only when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' personal space and property</li> <li>Care for equipment</li> <li>Clean up after yourself</li> <li>Use polite language</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Learn from example</li> <li>Learn from mistakes</li> <li>Demonstrate success – Confidence, Getting Along, Persistence, Organisation, Resilience</li> </ul>
<b>CLASSROOMS</b>	<ul style="list-style-type: none"> <li>Be honest about your preparations</li> <li>Be honest about what you can and can not do.</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand to speak</li> <li>Respect other's right to learn</li> <li>Talk in turns</li> <li>Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>"Have a go"</li> <li>Be ready to learn – disposition and equipment</li> <li>Take an active role in the classroom</li> <li>Always do your best</li> </ul>
<b>ASSEMBLY / PARADE</b>	<ul style="list-style-type: none"> <li>Set an example with your actions by sitting still, and listening. Tell rule breakers you do not want to get into trouble by talking.</li> </ul>	<ul style="list-style-type: none"> <li>Sit quietly</li> <li>Eyes on speaker</li> <li>Stay in your space</li> <li>Respectful singing / applause</li> </ul>	<ul style="list-style-type: none"> <li>Use your listening skills (whole body listening)</li> </ul>
<b>PLAYGROUND</b>	<ul style="list-style-type: none"> <li>Be a problem solver use the truth to solve problems.</li> <li>Ask for adult help when you need it.</li> <li>Return equipment to appropriate place at the bell</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – take turns, invite others to join in and follow</li> <li>Care for the environment by staying out of gardens and picking up rubbish if asked.</li> <li>Be sun safe</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on past experience – Stop, think, make a good choice</li> </ul>
<b>TOILETS</b>	<ul style="list-style-type: none"> <li>Tell adults about rule breakers- who they are and what they are doing in the toilets</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands</li> <li>Walk in and around toilets</li> <li>Wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>Take the time to wash your hands properly.</li> </ul>
<b>EATING AREAS</b>	<ul style="list-style-type: none"> <li>Set an example with your actions by sitting to eat. Tell rule breakers to clean up after themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the teachers on duty.</li> <li>Practise good manners</li> <li>Speak politely</li> </ul>	<ul style="list-style-type: none"> <li>Eat healthy food in a balanced diet</li> </ul>
<b>CARPARK &amp; BIKE RACKS</b>	<ul style="list-style-type: none"> <li>Set an example walk on the path, use crossings, before 8.30 go to the covered area. Ignore rule breakers who go out of bounds.</li> </ul>	<ul style="list-style-type: none"> <li>Use crossings with care</li> <li>Walk sensibly on the footpath no riding scooters or bikes.</li> <li>Consider motorists</li> <li>Wait quietly on the footpath in the car park</li> </ul>	<ul style="list-style-type: none"> <li>Look and listen</li> <li>Commit to know and follow the bike and pedestrian rules</li> </ul>





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## BEHAVIOUR DIAMOND



These behaviour expectations are communicated to students via a number of strategies, including:

- Lessons on our school values conducted by classroom teachers;
- Teaching and application of the Behaviour Diamond by classroom teachers;
- Reinforcement of learning from classroom on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Miami State School implements the following proactive and preventative processes and strategies to support student behaviour:

- An engaging, balanced and relevant curriculum
- Recognition of achievement at Assembly, Happy Grams and via fortnightly E-newsletter
- Classroom reward programmes and Student of the Week certificates
- Behaviour Diamond and House Points rewards program to develop pro-social skills
- Student leadership programmes including Young Leaders, Student Council, School Leaders, Sports Leaders, Mentors and Buddies
- Newsletter articles enabling parents to be actively and positively involved in school behaviour expectations
- Staff induction and ongoing professional development targeting school values, behaviour expectations and strategies
- Extra-curricular programs including: Total Sports Program, Total Arts Program, borrowing sports equipment for playground use, library, computer lab, lunchtime activities and clubs
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices\* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).





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### • Targeted behaviour support

Each year a small number of students at Miami State School are identified through our data as needing a little bit extra in the way of targeted behaviour support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Where required, adjustments are made to the Program through:

- The classroom Behaviour Diamond
- Individual Behaviour Monitoring card
- Social Skills training and mentoring
- Students with disabilities have an Individual Student Plan which reflects behaviour expectations
- Supervised Play, Behaviour Support and SEP Playtime Support
- Referral to the School Guidance Officer or Chaplain
- Deployment of additional support such as Teacher Aide
- Identification of a school-based 'case manager' for coordination of access to programmes and liaison between support personnel
- Early and regular parent communication and involvement.

### • Intensive behaviour support

Miami State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Students, who are considered at risk due to inappropriate behaviour and therefore impacting on their learning potential, are given the opportunity to participate in the following programs.

- A negotiated Individual Behaviour Plan to establish positive behaviour and create a team approach to behaviour
- Access to our Guidance Officer and Chaplain for students and parents
- Referral to Alternate Education Programs for intensive behaviour support
- Modified Programs and/or attendance
- Referrals through the Behaviour Committee to outside agencies including: Child & Youth Mental Health, Department of Child Safety, Police and other relevant agencies.
- Supervised Play, Lunchtime Behaviour Support and SEP Support Programs
- A specific Behaviour Improvement Condition, as part of the student's Individual Behaviour Plan.

## 5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.





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**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that our duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

## 6. Consequences for unacceptable behaviour

Miami State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

### Ensuring consistent responses to problem behaviour

At Miami staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviours across the school. Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

### Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the School Administration team

**Minor** behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.





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Minor problem behaviours results in: the staff member takes the student aside and

1. names the behaviour that student is displaying,
2. asks student to name expected school behaviour,
3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour.

Teachers are responsible for making the decision about entering data into One School to record an incident for minor problem behaviour.

**Major** behaviours are those that:

- consistently disrupt teaching and learning
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

At Miami State School the following consequences will be applied:

- Time out / chill out area in the classroom and playground;
- Referral to Buddy teacher classrooms;
- Phone contact with caregivers from teachers informing them of incidents;
- Application of the Management system (see below)
- Restrictions or exclusion from school activities and/or excursions;
- Lunchtime detention;
- In class withdrawal;
- Restricted re-entry – partial return to school for a negotiated period of time;
- Suspension 1-5 days then 6-20 days (see below);
- Behaviour Improvement Condition;
- Exclusion

**School Disciplinary Absences (SDA)** may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses.

There is a range of SDAs that can be employed including detentions, suspensions, behaviour improvement conditions and recommendations for exclusions. The Education & General Provisions Act 2006 (EGPA) states the following in relation to SDAs:

**Detentions** – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline. A period of detention must not be more than 20 minutes during lunch breaks or more than 30 minutes after the school program has finished for the day. If the detention is completed after school, a parent must be informed prior.







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**Suspension** – a principal may suspend a student from the school under the following circumstances:

- a) disobedience by the student
- b) misconduct by the student
- c) other conduct that is prejudicial to the good order and management of the school

Suspensions at Miami State School will be considered for:

- Persistent and wilful disobedience
- Violent behaviour
- Verbal harassment of staff or students
- Failure to comply with Individual Responsible Behaviour Plans
- Failure to follow Re-entry Plan
- Persistent Bullying or Harassment – threatening students and/or staff
- Vandalism
- Theft
- Verbal misconduct
- Grossly immoral behaviour
- Bringing contraband to school including cigarettes, drugs, weapons, fart bombs
- Use of harmful substances at school
- Failure to follow a program on instruction

If a student is suspended, arrangements will be made for providing the student with an education program that allows their education to continue. Support is negotiated with the purpose of the student re-entering the school. The re-entry support may include recommendations to external community agencies.

**Re-entry Plans** – It is a condition of re-entry after a suspension that students and their caregivers attend a re-entry meeting with the school administration. At this meeting a plan is determined so the student can successfully return to school. Some strategies may include:

- Partial return to school – for part of the day
- Formulation of an Individual Responsible Behaviour Plan
- Establishment of a restricted play area for the students
- Alternate playtime plan
- Alternate classroom sessions with other classes for a period of time

**Behaviour Improvement Conditions (BIC)** – a behaviour improvement condition may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that is the basis for a recommendation for exclusion of the student from the school or certain State Schools as mentioned below.

**Suspension with Proposal to Exclude** – a principal may suspend, with a proposal to exclude under the following circumstances:

- a) disobedience by the student
- b) misconduct by the student
- c) other conduct that is prejudicial to the good order and management of the school; if the student's disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

A student may also be suspended with a proposal to exclude if they are in breach of behaviour improvement conditions.





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One School will be used as the data collection strategy for major behaviour for all students. For major behaviour the class teacher makes an entry in One School / Record an incident. School Administration Staff enter data in the Manage an Incident section to ensure a comprehensive behaviour profile is maintained.

### Examples of Student Behaviour and potential consequences

Behaviour	Management Strategies - Consequences
<b>Low Level Minor:</b> <i>Student displays misbehaviour that causes minimal disruption/harm/inconvenience to self or other/s or is brought about in an unintentional manner.</i>	
<ul style="list-style-type: none"> <li>• Inappropriate talking and/or calling out</li> <li>• Continually out of place; off task</li> <li>• Not following directions; not listening;</li> <li>• Name-calling (not swearing);</li> <li>• Not completing work without valid reason</li> <li>• Uniform/hair/makeup/jewellery transgressions</li> <li>• Littering</li> <li>• Running on concrete,</li> <li>• Inappropriate water play/wastage,</li> <li>• Out of bounds - climbing trees/walls/in gardens, playing in/around toilets</li> <li>• Throwing non-harmful projectiles</li> <li>• Rough play</li> <li>• Not sitting down during eating time</li> <li>• Yelling</li> <li>• Playing with sticks</li> <li>• Playing after the bell</li> <li>• Sliding or jumping down stairs</li> </ul>	<ol style="list-style-type: none"> <li>1. Give a verbal rule reminder</li> <li>2. Where the reminder is ignored there must be immediate TIME OUT/Reflection time for 10 minutes in classroom/playground.</li> <li>3. If the misbehaviour continues the student is sent to a Buddy Class (class) with work for the remainder of the session</li> </ol> <p>Other strategies could include:</p> <ul style="list-style-type: none"> <li>• Tactical ignoring and non-verbal messages</li> <li>• Give clear choices or rule reminders</li> <li>• Give clear instructions</li> <li>• Remind students of rules and/or class behaviour system</li> <li>• Apologise to person/s involved</li> <li>• Removal of litter (provide gloves – in folder)</li> <li>• Clean/Tidy mess made by student</li> <li>• Separate student</li> </ul>
<b>Medium Level Moderate:</b> <i>Misbehaviour is considered to be of a more serious nature. Student displays behaviour that causes, or potentially causes, harm/disruption/inconvenience to self or other/s. Harm/disruption is brought about in an intentional manner.</i>	
<ul style="list-style-type: none"> <li>• Disobeying teacher's instructions</li> <li>• Frequently demonstrating low level behaviours</li> <li>• Continually annoying other children</li> <li>• Continually answering back; disrupting the learning process</li> <li>• Some forms of bullying (unintentional but unwanted)</li> <li>• Play fighting which hurts others or unwelcome</li> <li>• Ongoing teasing/consistent name calling</li> <li>• Throwing projectiles at or towards other/s</li> <li>• Leaving school grounds without permission</li> <li>• Wasting school resources</li> <li>• Inappropriate gesturing</li> <li>• Dangerous play - throwing or playing with stones, sticks, tackling in sport etc</li> </ul>	<p>In consultation with the class teacher, the Deputy Principal will initiate actions which could include:</p> <ul style="list-style-type: none"> <li>• Referral to the Buddy Classroom</li> <li>• Alternate lunchtime activities</li> <li>• Loss of privilege</li> <li>• Monitoring program</li> <li>• Resolution meeting as required between aggrieved party and student</li> <li>• Peer mediation or restorative conference</li> <li>• Lunchtime detentions</li> <li>• Individual Behaviour Support Plan</li> <li>• Restitution</li> <li>• Parent contact</li> <li>• Warning regarding future consequence for repeated offence</li> <li>• Referral to Guidance Officer or Chaplain</li> <li>• Suspension</li> </ul> <p>All incidents and actions need to be recorded in Oneschool</p>
<b>High Level Major incident.</b> <i>Misbehaviour is at a dangerous/offensive level. Harm/disruption to self or other/s is deliberate, intentional or a result of uncontrolled emotions (anger).</i>	
<ul style="list-style-type: none"> <li>• Abusive language; uses sexually explicit words or actions</li> <li>• Ongoing middle level behaviours – ongoing defiance and disruption, depriving others of their right to learn and/or safety</li> </ul>	<p>Referral to Deputy Principal or Principal.</p> <ul style="list-style-type: none"> <li>• Review Individual Behaviour Support Plan</li> <li>• Parent/carer interview</li> <li>• Detention</li> <li>• External agencies</li> </ul>





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<ul style="list-style-type: none"> <li>• Fighting, intimidation - both physical and emotional bullying, continual teasing that constitutes harassment (sexual, physical, racial, verbal) – endangering safety of self and others</li> <li>• Vandalism/damage to property</li> <li>• Theft</li> <li>• Behaviour likely to endanger the health of others (spitting, urinating)</li> <li>• Continued deterioration of behaviour, ignoring attempts to help by refusing to follow Individual Responsible Behaviour Plan</li> <li>• Blatant disrespect for teachers or other adults</li> <li>• Possession of dangerous or banned objects and illegal substances eg. knives, cigarettes, lighters, matches, razor blades, projectiles, fart bombs</li> </ul>	<ul style="list-style-type: none"> <li>• BHP referral</li> <li>• Suspension</li> <li>• Individual Behaviour Agreement</li> <li>• Police notification (if illegal behaviour)</li> <li>• Suspension in line with Education Queensland Policy SM-16 Student Disciplinary Absences</li> <li>• Behaviour Improvement Condition in accordance with Ed.(GP) Act 2006</li> </ul>
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## 7. Network of student support

Students are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support. This includes the involvement of school administrators, staff, Guidance Officer, Chaplain, students and parents.

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

## 8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Miami State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.





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### 9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

### 10. Related departmental procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

### 11. Some related resources

List any related resources identified. This could include:

- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

### Endorsement

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President or Chair, School Council

Date effective: 8<sup>th</sup> March 2016

Signed and endorsed copy stored in Administration.



### The Use of Personal Technology Devices\* at Miami State School

#### Mobile Devices

Although students may bring mobile devices to school, they are required to remain in school bags between the hours of 8.50am and 3.00pm. Students have access to a managed internet service while at school negating the need to access content on a personal device. The school internet service is subject to strict filters to protect students. Where parent contact is necessary, students are required to direct inquiries and parent contact through the school office where contact will be facilitated if deemed necessary. Given the school is unable to accept responsibility for any damage or loss, consider this matter very carefully before permitting students to take mobile devices items to school.

#### Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like digital cameras, iPods or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff. They will be made available for collection from the school office at the end of the day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Breaches of this prohibition may result in discipline.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

#### Recording voice and Images

We uphold the value of trust and the right to privacy at Miami State School. Students must not use personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting).

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

#### Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.



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the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### **Special Circumstances Arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

*\* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, smartphones, iPods® and devices of a similar nature.*



### Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

#### Purpose

1. Miami State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. Bullying behaviours that will not be tolerated include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
3. Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
4. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### Rationale

5. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
6. The anti-bullying procedures at Miami State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.



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### Prevention

7. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the 3 school values and have been taught the expected behaviours attached to each value in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
  
8. The classroom component of the anti-bullying process consists of lessons taught by all teachers in all classrooms. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
  
9. Miami State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.







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### WORKING TOGETHER TO KEEP MIAMI SAFE

We can work together to keep knives out of school. At Miami State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

### What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

### What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined by School Disciplinary Absence - Suspension
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

### How can I help to keep Miami safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

