



Miami State School

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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 Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Contact Information

Postal address:	18 Oceanic Drive Mermaid Waters
Phone:	(07) 55 95 4888
Email:	office@miamiss.eq.edu.au
School website address:	www.miamiss.eq.edu.au
Contact Person:	Ms Jemille Malouf (Principal)

Endorsement

Principal Name:	Ms Jemille Malouf
Principal Signature:	
Date:	9 th March 2026
P/C President and-or School Council Chair Name:	Ms Paula Reynolds
P/C President and-or School Council Chair Signature:	<i>Paula Reynolds</i>
Date:	9 th March 2026

Contents

• Purpose	2
• Principal's Foreword	4
• P&C Statement of Support	5
• Data Overview	6
• Consultation	7
• Learning and Behaviour Statement	8
• Multi-Tiered Systems of Support	8
• Consideration of Individual Circumstances	9
• Student Support Network	10
• Whole School Approach to Discipline	13
• PBL Expectations	13
• Consideration of Individual Circumstances	17
• Differentiated and Explicit Teaching	18
• Focused Teaching	18
• Intensive Teaching	18
• Legislative Delegations	19
• Disciplinary Consequences	20
• Definition of Consequences	21
• Temporary Removal of Student Property	24
• Preventing and responding to bullying	25
• Appropriate use of social media	28
• Cyberbullying Flowchart for School Staff	29
• Use of mobile phones and other devices by students	30
• Bullying Response flowchart for Teachers	31
• Cyberbullying response flowchart for school staff	32
• Restrictive Practices	33
• Critical Incidents	34
• Related Procedures and Guidelines	36
• Conclusion	37

Principal's Foreword

Introduction

Miami State School is proud to be a school where every student is supported to learn, grow and succeed. Our strong sense of community and shared commitment to high expectations ensures that all students are able to learn in a safe, supportive and inclusive environment.

At Miami State School, our approach to student behaviour is guided by three core expectations: Be Safe, Be Respectful and Be a Learner. These values underpin everything we do and provide a clear framework for how students interact with one another, with staff and with the broader school community. By consistently reinforcing these expectations, we help students develop the personal and social skills required to thrive both at school and beyond.

Our Student Code of Conduct outlines the standards of behaviour we expect from all students and the processes we follow to support positive behaviour. It also provides clear guidance around important areas such as the use of technology, the prevention and response to bullying, and the management of inappropriate behaviour. Most importantly, it ensures that students understand both their rights and their responsibilities as members of our school community.

Miami State School is committed to a Positive Behaviour for Learning (PBL) approach. This means we explicitly teach and reinforce positive behaviours, recognising that behaviour is learned and that students benefit from clear expectations, consistent support and positive relationships. When students, staff and families work together, we create a strong foundation for success and wellbeing.

This document reflects the collective efforts of our school community. I would like to thank our students, staff, parents and community members for their contributions to the development of this Student Code of Conduct. Your input ensures that it reflects the values and expectations we share as a school.

Together, we will continue to foster a school culture where every student feels safe, respected and empowered to be a learner.

Jemille Malouf
Principal

P&C Statement of Support

As President of the Miami State School P&C Association, I am proud to support the Miami State School Student Code of Conduct. The development of this document has involved a thoughtful and inclusive process led by the school leadership team and Positive Behaviour for Learning (PBL) committee. Opportunities for consultation and feedback have allowed parents and carers to contribute to the final document, ensuring it reflects the shared values and expectations of the Miami State School community.

The Student Code of Conduct reinforces Miami State School's core expectations that all students strive to Be Safe, Be Respectful and Be a Learner. These values help guide students to make positive choices and develop the behaviours and attitudes that support learning, wellbeing and positive relationships.

Parental awareness and involvement are essential in supporting students to meet these expectations. The P&C encourages all parents and carers to familiarise themselves with the Miami State School Student Code of Conduct and to discuss the school's expectations with their children. Working together, families and the school can ensure that students understand how their behaviour contributes to a safe, respectful and supportive learning environment.

The P&C also acknowledges the importance of educating students and families about bullying and the systems in place to support students if concerns arise. It is important that students and parents know how to seek support if they experience or witness bullying, including online behaviours such as cyberbullying through social media, messaging platforms or gaming environments.

Parents and carers who wish to learn more about the Miami State School Student Code of Conduct, or who would like to contribute to the work of the school community, are warmly encouraged to connect with the Miami State School P&C Association. By working collaboratively with school staff, we can continue to build a positive school culture where every student is safe, supported and able to thrive.

Paula Reynolds
President
Miami State School P&C Association

Data Overview

Data is an integral part of the Miami State School's Positive Behaviour Supports. Our expert teaching teams engage in a data review process throughout each term, to analyse student data and plan for targeted support and improved outcomes.

The Collaborative Inquiry Cycle of Data Analysis is used to analyse student data, identify patterns and trends, plan and implement units of work with differentiation, targeted support intervention. The PBL committee analyses behaviour data and this informs PBL lessons, Individual Behaviour Support Plans, management of school areas and behaviour goals for students. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and staff from each school on what they do well and how they can improve. The Leadership team reviews the data from the School Opinion Surveys, and this informs target areas for school improvement.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members. All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension. The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school. There are 4 categories of SDA's as shown in the table below. Short Suspensions – 1 to 10 days Long Suspensions – 11 to 20 days Charge related Suspensions Exclusions Learning and Behaviour Statement

Consultation

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 through P and C meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents informed the development process.

School and community consultation supported the review of behaviour expectations at Miami State School, with the central goal of ensuring alignment with our school values of Be Safe, Be Respectful and Be a Learner. These expectations are promoted across all areas of the school and form the foundation for discussions about positive behaviour, learning environments and responses to inappropriate behaviour. This framework supports consistent whole-school behaviour practices through our Positive Behaviour for Learning (PBL) approach.

Input and feedback were sought from school staff through staff meetings and cohort discussions. Broader community consultation occurred through meetings with the Miami State School P&C Association, providing parents and carers with opportunities to review and provide feedback on the Student Code of Conduct.

Student voice was also an important part of the consultation process. Feedback from students about the school values and behaviour expectations was gathered through classroom discussions, informal feedback opportunities and student surveys.

Staff participate in regular professional learning to support consistent behaviour practices across the school. This includes training in Positive Behaviour for Learning (PBL), behaviour support strategies, student and parent engagement, Essential Skills for Classroom Management, Classroom Profiling, and Restorative Practices.

Review Statement

The Miami State School Student Code of Conduct will undergo minor updates annually to reflect changes in school data, staffing and emerging needs within the school community. A comprehensive review will occur every four years in line with the Department of Education's School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

All areas of Miami State School are learning and teaching environments. We view behaviour support as an important opportunity for social learning, as well as a way of maximising student engagement and success in academic learning.

The Miami State School Student Code of Conduct outlines our systems for promoting positive behaviour, preventing problem behaviour and responding to inappropriate behaviour. Shared expectations for student behaviour are clearly communicated to students, staff and families. This ensures that all members of the school community have consistent understandings about behaviour expectations and their role in creating a positive learning environment.

Our approach is underpinned by the school expectations to Be Safe, Be Respectful and Be a Learner. These expectations are explicitly taught, modelled and reinforced across all school settings. They form the foundation for conversations about behaviour, the recognition of positive behaviour and the responses used when behaviour does not meet expectations. Miami State School implements Positive Behaviour for Learning (PBL) to support a consistent, whole-school approach to behaviour and wellbeing.

Multi-Tiered Systems of Support

Miami State School uses Multi-Tiered Systems of Support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

A key component of MTSS is the explicit teaching of behavioural expectations. At Miami State School we recognise that behaviour, like academic skills, must be taught, practised and reinforced. Our school-wide behaviour expectations are taught through:

- Explicit PBL lessons delivered in classrooms
- Reinforcement of expectations during assemblies and school events
- Active supervision by staff in classrooms and playgrounds
- Ongoing acknowledgement and celebration of positive behaviour

Tier	Prevention Description
1	All students (100%) at Miami State School receive universal support for their academic and behavioural development. This includes the consistent implementation of the Australian Curriculum alongside Positive Behaviour for Learning (PBL) expectations. This involves: • explicit teaching of behaviour expectations in the settings where they occur • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • positive recognition of students demonstrating expected behaviours • ongoing review of school data to inform improvements to teaching and behaviour support • opportunities for students and families to provide feedback on school climate and wellbeing

2	Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

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

- promoting an environment that is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for
- infringement of the code ranging from the least intrusive sanctions to the most stringent

- recognising and considering 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.

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. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing and Support Network

Student learning and wellbeing are closely connected. Students learn best when they feel safe, supported and connected to their school community.

Miami State School promotes wellbeing through a positive school culture, strong relationships between students and staff, and the integration of social and emotional learning within the curriculum. Our wellbeing approach aligns with the Queensland Department of Education Student Learning and Wellbeing Framework, which emphasises:

- safe and supportive learning environments
- inclusive practices
- student voice and engagement
- positive relationships across the school community.

Students are encouraged to seek support from trusted staff members whenever they require assistance. Parents and carers are also encouraged to communicate with the school if they have concerns about their child's wellbeing.

The cognitive, social and emotional skills for success are included in the following programs provided at Miami State School:

Life Education	Daniel Morcombe Foundation
Vision Screening for Prep aged students	Bullying No Way
Hearing Screening	Social Skills Program
Respectful Relationships lessons	

Student and Community Engagement Activities:

- ANZAC Day
- Remembrance Day
- RU OK Day
- Colour Run for Fun
- Say NO to bullying
- Daniel Morcombe day
- Under Eights Day
- Eisteddfod - instrumental music, choir, dance, musica, cheer performances
- Leadership program
- Eco Marines
- High school Transition activities
- Prep Transition days
- PBL Lessons
- Cyber safety
- NAIDOC WEEK
- Camp Program Year 5 & 6
- Tuckshop
- Health lessons about nutrition and physical activity
- School Disco
- Sporting events (such as Gala days, sports day, cross country, swimming carnival)

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Miami State School, we provide age-appropriate health and safety messages; relationships education program; and ensure First Aid and CPR training is provided to all Year 6 students.

Policy and expectations

Within a school community, there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Miami State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities. This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Miami State School requires parent/ carer consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner. Miami State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Miami State School implements early intervention measures and plans for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

Miami State School staff who notice suicide-warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff. When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Miami State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Student Support Network

Miami State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Miami State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Role	What they do
Chaplain	• Provides individual and, at times, group support to students to assist their engagement with education and training. • Support students to overcome barriers to education such as: ○ attendance at school ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.
Guidance Officer	• Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills • Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Social Worker	• Provides counselling for students referred by the Guidance Officer • Provide professional social welfare assessments, interventions and follow up support to students, parents/carers and individuals as required.
Internal Positive Behaviour Coach	• Coordinate the PBL team meetings and management • Lead role for implementation of Positive Behaviour for Learning (PBL) • Monitors student data, arranges intervention for students

It is also important for students and parents to understand there are regional and state-wide support services available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach,

Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.

Whole School Approach to Discipline

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

- Being Respectful
- Being Safe
- Being a Learner

Our school expectations have been agreed upon and endorsed by all stakeholders. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of Conduct.

Miami 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. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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.

Any students or parents 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 the Principal.

Positive Behaviour for Learning (PBL) Expectations and Reward Systems

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, being Safe, Respectful and Learner.

Working together with the school community, school staff support the learning and wellbeing of every student and are entitled to a safe work environment.

Parents and other visitors to our school support safety by ensuring their communications and conduct at the school and school activities is respectful. Please visit our school website for the Parent & Community Code of Conduct.

The Behaviour Expectations outline the behaviours that students should demonstrate at school, in transition to/ from school, and in the community. Students are explicitly taught these behaviours by classroom teachers in PBL lessons and learning opportunities.

School Wide Expectations Matrix

	ALL AREAS AT ALL TIMES	LEARNING AREAS	EATING AREAS	PLAYTIME	TRANSITIONS	TOILETS	BEFORE & AFTER SCHOOL
RESPECTFUL	- Listen to and follow instructions - Be courteous and use kind words and manners to others - Wear the school uniform correctly with pride - Own your own behaviour - Be aware of the personal space of others	- Respect the rights of others to learn - Use equipment correctly - Leave learning area neat and tidy at all times - Wait to be excused by an adult - Handle digital devices with care	- Take responsibility for your own rubbish and property - Listen to staff on duty and follow instructions - Remain seated until directed by an adult on duty	- Play fairly and encourage others to do the same - Look after the school grounds and equipment	- Walk around the school in silence, aware of others learning - Sit quietly while waiting for an adult - Keep out of gardens	- Use the toilet appropriately - Respect other people's privacy and wait your turn - Help keep the toilets clean and hygienic	Respect our wider community
SAFE	- Keep hands and feet to yourself - Be in the correct area at the correct time - Use the Miami 5 to solve problems - Follow emergency procedures and safety rules - Keep pathways clear	- Enter and exit the learning area sensibly - Ask permission to enter or leave learning areas - Use equipment safely - Sit appropriately with whole body listening - Keep username and password private	Stay seated in the right area during eating time	- Wear a sun safe hat - Report unsafe behaviours to the staff on duty	- Walk silently in straight lines with your teacher - Walk on concrete paths and keep left when sharing paths - Stay with the class	- Wash your hands with soap - Use the correct toilet block - Report any damage or problems - Walk carefully on any wet areas - Wait patiently for your partner/buddy	- Follow before and after school procedures - Cross the road safely - Wear helmets when riding bikes, scooters or skateboards - Walk bikes, skateboards & scooters on school grounds
LEARNER	- Cooperate and work with others - Give your best effort - Be prepared and follow school routines and bell times - Take responsibility for your own belongings	- Use whole body listening to be organised and ready to learn - Use feedback to make improvements - Complete your work to the best of your ability on time - Use equipment and resources appropriately, including digital devices	- Eat your own lunch during eating time - Take responsibility for your own food	Follow the rules of games in my play area	- Go straight to appropriate area when the bell rings - Digital devices remain in bags before and after school	- Go to the toilet before school and during breaks - Return to your class promptly	Be on time and ready to learn 

Rewards Strategies

Staff members use a range of rewards strategies to acknowledge positive student behaviour. Formal recognition systems (e.g: tokens, positive communication to parents/carers, positive postcards, Student of Week on Assembly, access to the rewards menu,) have been developed.

Students who consistently meet the school expectations for behaviour are invited to participate in reward activities when provided across the school year. These recognition systems are designed to increase the quantity and quality of positive interactions between students and staff. All staff members are provided with access to Professional Development to give consistent and appropriate acknowledgement and rewards.

Targeted behaviour support

Each year a number of students at Miami School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to Universal Behaviour Support (Tier 1) processes and strategies outlined previously. 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.

Features of targeted support include:

- use of behaviour data to accurately identify students requiring extra supports
- a school-based referral process for teachers seeking assistance to support the identified students
- a team approach to supporting students on targeted programs
- use of data decision rules for evaluation and exits from targeted support programs
- making adjustments for individual needs
- using research-validated program options for targeted support interventions such as:
 - adult mentoring
 - informal check in/check out with key designated staff
 - formal behaviour monitoring/engagement monitoring card
 - targeted/small group social skilling
 - 'Buddy' programs for new students.
 - modified timetables/flexible arrangements/timeout card

All staff members are provided with continuous professional development opportunities and regular updates and focus prompts regarding their role and expectations in the behaviour program, the referral and response process, and their reporting responsibilities.

Many of these students are placed on an individual behavioural plan (IBP). Behaviour Plans are written by a member of administration, classroom teacher and inclusion teacher, and in consultation with the students and their parent. They have increased daily opportunities to receive positive contact with adults, achievable behaviour goals and increased opportunities to receive positive reinforcement. Students on behaviour plans are monitored closely and reviewed on a regular basis by the respective staff associated with the student. Students whose behaviour does not improve after targeted support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

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. In addition to students being identified through current school behaviour data, the Student Engagement Team has a referral system in place. Following a referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process.

In many cases, the stakeholder team includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff. The relevant individual student's stakeholder team:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments to educational programs as required for the student;
- working with the PBL Team to achieve continuity and consistency in the implementation of behaviour management and processes at Miami SS
- works with appropriate members of School Leadership Team to achieve continuity and consistency;
- facilitates a Functional Behaviour Assessment for appropriate students to guide an individualised intervention and/or behaviour plan;
 - identifies flexible/alternative learning options; and
 - organises referrals to external agencies and regional support services.

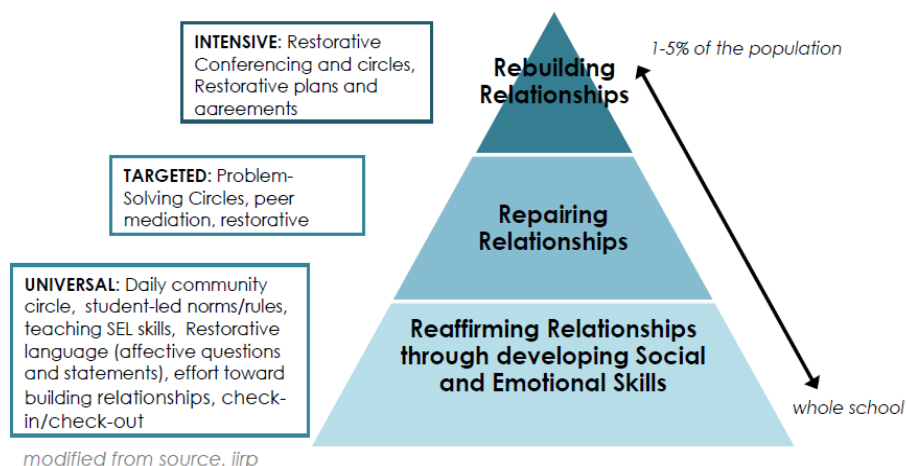
Reinforcing Expected School Behaviour

At Miami State School, we aim to reinforce the expectations associated with a safe and disciplined school environment by providing positive feedback to those students who engage in the expected appropriate school behaviours. This allows for the modelling of appropriate behaviours as well as generating quality positive staff student interaction.

At Miami State School we reinforce expected behaviour through:

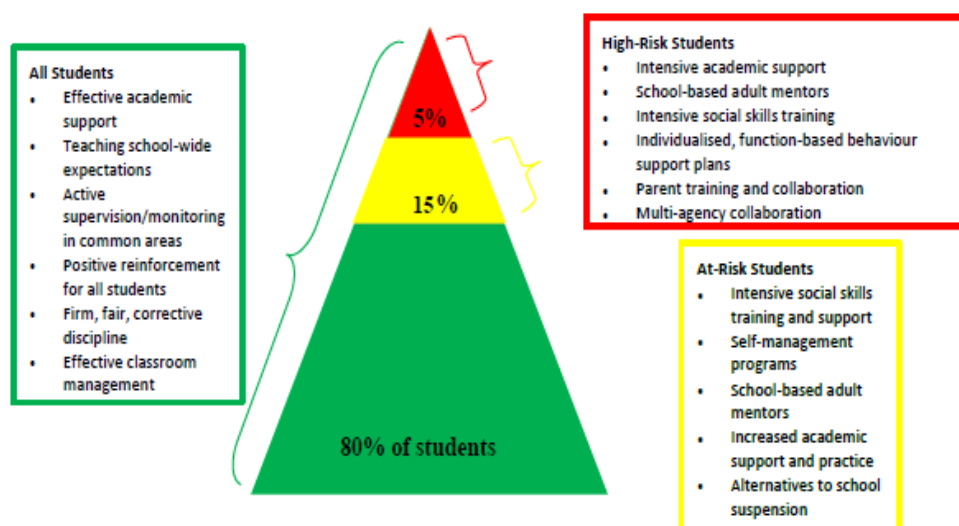
- PBL lessons taught explicitly each week (lessons taken from the Expectations Matrix)
- Student of the Week awards on assembly
- Tokens when displaying appropriate behaviours
- Expectation walls in each classroom – actively used by teachers
- Signage, posters, related books and games integrated into the classroom
- Students sharing examples of great work with members of the school community
- Positive communication to parents/cares (phone call, notes, postcards)
- Support from Chaplain, Guidance Officer, Social Worker, Inclusion Teacher
- Class Award systems
- Miami State School Rewards Menu
- Proactive up-skilling of student wellbeing, helping students to know how to cope in difficult situations. *For example:* Role plays, use of **Stop – Walk- Talk**,

Interception Program (Self-Regulation, Restorative Practice Conferencing, various programs for individuals and small groups).



Responding to Inappropriate School Behaviour

Inappropriate behaviour can have a significant impact on one's own learning and the learning of others. Positive behaviour support represents an important opportunity for students to learn how to get along with others.



The Pyramid of School Wide Positive Behaviour- Continuum of Schoolwide Instructional and positive Behaviour Support (above)

Tier 3 - Red Zone (Intensive Behaviour Support)

High Risk Students - These students frequently demonstrate an inability to adhere to our school values.

Tier 2 - Yellow Zone (Targeted Behaviour Support):

At-Risk Students - These students lack consistency in displaying our school values.

Tier 1 - Green Zone (Universal Behaviour Support):

All students - Students in the green zone consistently enact our school values.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Each classroom teacher has developed their own PBL Classroom Expectations Display to assist visually with re-directing students' behaviour. Each Display must be clearly displayed in the classroom and incorporate the school expectations, School Expectations Matrix, reward system, logical consequences and behaviour process.

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 nonviolent 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.

Staff at Miami 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 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 to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

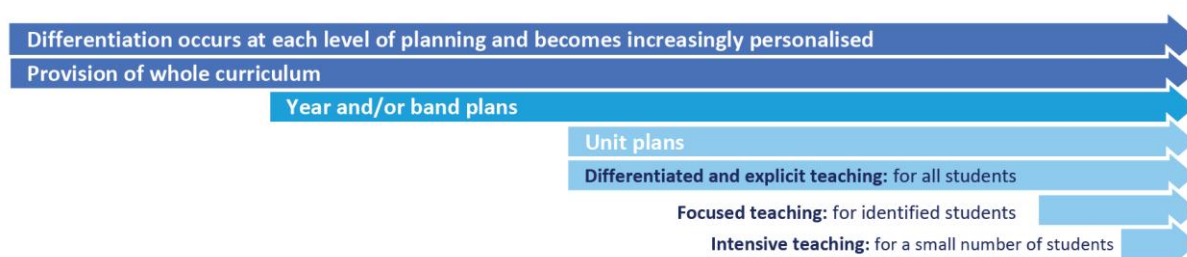
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

Differentiated and Explicit Teaching

Miami 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, provide feedback and correction, and opportunities for practise.

Teachers at Miami 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 to demonstrate their learning.

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



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.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Miami 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 focussed teaching
- require intensive teaching.

Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions

about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

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

Legislative Delegations

Legislation

In this section of the Miami State School Student Code of Conduct are links to legislation, which influences form and content of Queensland state school discipline procedures.

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

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

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, it is important that our students receive predictable and consistent consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the 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** incidents are handled by staff members at the time it happens.
- **Major** incidents are referred directly to the HOI and respective Deputy Principals.

Minor incidents 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; and
- do not require involvement of specialist support staff or Administration.

Minor incidents may result in the following consequences:

- A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major incidents are those that:

- remove the student from the learning environment;
- remove the student from the playground;
- significantly violate the rights of others;
- involve the use of prohibited items, including mobile phones during school hours;
- put others / self at risk of harm; and
- conduct that adversely affects or is likely to adversely affect other students or the good order and management of the school or poses a risk to the safety or wellbeing of other students or staff.

Major behaviours result in an immediate referral to the Head of Special Educations Services (HOI) or Deputy Principals (DPs) because of their seriousness. When a major problem behaviour occurs, the staff member calmly states the major problem behaviour to the student and reminds them of the expected school behaviour. A report of the student's behaviour is to be recorded on OneSchool.

Major behaviours may result in the following consequences:

- Behaviour monitoring processes e.g. Monitoring Cards
- Calling support staff e.g. HOI, DP or Staff Member on Duty

- Removal from class and/or activity (Exit from Class Process)
- Restitution
- Removal of invitation to school events e.g. reward days, sporting events, trips, camps, etc.
- Warning regarding future consequence for repeated and persistent inappropriate behaviour
- Suspension (1 – 10 and 11 – 20 days)
- Cancellation of enrolment
- Exclusion from school

In each situation, the following actions will be taken, as appropriate:

- Parent/Caregiver Contact
- Behaviour Monitoring Processes
- Referral to Student Support Team
- Referral to Guidance Officer
- Referral to specialist external agencies

Definition of Consequences

Behaviour Monitoring Cards	Student will be placed on behaviour monitoring cards. May be a daily, weekly or playground specific monitoring card.
Community Service	Requires students to perform tasks outside of normal school hours/days that are beneficial to the community. Parents/caregivers will be notified of location and duration of this community service intervention and their obligation to provide transport. Suitable Miami SS Staff may also attend to support the student where needed.
Alternative to Suspension	The consequences applied in these circumstances take into account the nature of the behaviour, but also other factors that may be affecting the student and family so that consequences applied support the student to improve behaviour.
Restitution	A student who damages, steals or in any other way removes or an item of value from another student, staff member, or the school, will be required to repair, replace or reimburse the value of the item or funds to the equivalent value.
Temporary Removal of Property	The Principal or appropriate staff members has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.
Removal from Class (Exit from Class)	Students are sent to a Student Services according to the procedures provided in the Restorative Practices Handbook
Suspension	The Principal or Principal's delegate may suspend a student from school under the following circumstance: • Disobedience by the student • Misbehaviour • Persistent low level misbehaviour • Conduct that adversely affects, or is likely to adversely affect, other student enrolled at the school, before during and after school hours • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school

	• The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school • The student is charged with a serious offence as defined by the Education (General Provisions) Act 2006 • The student is charged with an offence and the Principal is satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending
Exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be excluded for the following reasons: • Persistent disobedience • Misbehaviour • Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school • The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school • The student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interest of other students or staff for the student to be enrolled at the school.

Please see below for a full list of potential behaviours and possible consequences for minor and major behaviours. This list is not exhaustive and at all times consequences will be at the discretion of the Principal and/or Deputy Principals, unless otherwise determined by State Schooling policy or direction.

Ensuring consistent responses to problem behaviour

At Miami State School, 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 behaviour across the school.

Student disciplinary absences (suspension and exclusion) may be considered:

- In the event of a serious, one-off behaviour incident; or
- After consideration has been given to all other responses.

Classroom Teacher (CT)

Teachers play a key role in the delivery of quality education to students. Teachers also focus on explicitly teaching positive behaviour through the Miami State School Expectations Matrix. Behaviour Management strategies such as the 'Essential Skills for Classroom Management' are used to pre-correct and emphasise expected behaviours in all settings including the classroom and outdoor spaces. Restorative Practices strategies are used to ensure that relationships are strengthened at all stages of behavioural choices.

Deputy Principal and Principal

The administration team will assist students with behavioural, personal (social-emotional, welfare) and academic concerns, or may refer students to other personnel post discussions with the Behaviour Teams such as PBL and/or wider external agencies.

School Policies

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors.

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 Miami 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, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Miami 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;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police; teachers to contact ADMIN personnel to assist with the investigation

- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Miami State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Miami State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- 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 Miami State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Exemplar State College Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

The school does not encourage the use of mobile phones at school. Mobile phones are to be kept at home.

Preventing and responding to bullying

MIAMI STATE SCHOOL BULLYING POLICY

Miami State School does not tolerate bullying or harassment. All members of the school community are committed to ensuring a safe and supportive environment based on the school's core values of be responsible, be respectful, be committed and be safe. There is no place for bullying at Miami State School. Research indicates that those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

What is Bullying?

Bullying is where someone or a group of people with more power repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

What Bullying....Isn't?



- Single episodes of social rejection or dislike
- Single episodes of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights

Types of Bullying:

- **Physical Bullying** includes hitting, kicking, tripping, pinching and pushing or damaging property
- **Verbal Bullying** includes name calling, insults, teasing, intimidation, homophobic or racist's remarks, or verbal abuse
- **Covert Bullying** is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes:
 - Lying and spreading rumours
 - Negative facial or physical gestures, menacing or contemptuous looks
 - Playing nasty jokes to embarrass and humiliate
 - Mimicking unkindly
 - Encouraging others to socially exclude someone
 - Damaging someone's social reputation or social acceptance
- **Cyberbullying** is overt or covert bullying behaviours using digital technologies. Examples include harassment via a mobile phone, setting up defamatory personal website or deliberately excluding someone from social networking spaces.

What Students Should Do If They are Harassed or Bullied:

If a student feels they are the target of negative social behaviour or has witnessed the same, they should:

- Ask the person to stop the behaviour;
- **Advise a staff member as soon as possible;**
- Support the person who is being targeted and request help from a teacher/staff member at the time of the incident;
- Report behaviour to the Classroom Teacher, Positive Behaviour Support Teacher, Support Staff or Administration members
- Refrain from such behaviour towards others in retaliation, either immediately or over time;
- Refrain from widespread unnecessary discussion of the incident.

Prevention Programs

Giving students the tools to reduce bullying behaviour through the blending of school-wide positive behaviour support, explicit instruction, and a redefinition of the bullying construct. Effective social skills and positive relationships act to prevent bullying. At Miami State School we promote effective social skills and positive relationships. For example: Regular reinforcement of preventative/ management strategies – **Miami High 5**

Responses to bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

At Miami State School, we support targets and perpetrators by:

- Responding to all reported or observed incidents of bullying
- Interviewing victim and alleged perpetrators
- Implementing a range of monitoring/ reinforcement approaches as a response

At Miami State School, the consequences for bullying might include the following:

- Loss or play privileges/ access to extra-curricular activities
- Counselling, development of individual management plan
- Alternative to Suspension or formal suspension

Reporting and monitoring bullying

At Miami State School, reports of bullying are taken seriously. Students and parents/carers may report bullying in the following ways:



- Written/verbal report directly to the class teacher, Deputy Principal or Principal
- Parent/ Carer report to class teacher, Deputy Principal or Principal in person via an appointment.

Key Stakeholder Responsibilities

Classroom Teacher, HOI, Deputy Principal, Principal:

- Continue to support target students.
- Refer to Student Services staff/Guidance Officer if appropriate.
- Use a mediation process:
- Arrange and/or conduct mediation
- If necessary, contact parent/s of the target and the student who has been bullying/harassing another/others
- Refer to HOI/DP if serious or repeat incident
- Encourage target student to report similar behaviour if repeated
- Record and monitor incidents of negative social behaviour on OneSchool
- Contact parents
- Apply consequence – may be a restorative conversation/circle, detention, alternative to suspension, external suspension
- Refer parties to Student Services Room for ongoing intervention and support

School

- Disseminate the Policy and Procedures through Teacher and Parent forums, school newsletter and school website.
- Encourage supportive school environment practices through Positive Behaviour for Learning (PBL)

Parents and Caregivers

- Encourage their students to discuss the effects and consequences of bullying/harassment
- Encourage students to report any incidents of bullying/harassment to school staff
- Contact the School if a student is being bullied/harassed or parents/caregivers suspect that it is happening
- Look for tell-tale signs (i.e. bruises, cuts, not wanting to come to school, temper outbursts, etc.)
- Listen to your child and enlist the support of the school (i.e. empower the student)
- Support your child

Some related resources

School Wide Positive Behaviour Support
www.learningplace.com.au/deliver/content.asp?pid=24668

Alannah and Madeline Foundation
<http://www.amf.org.au/AboutUs/>

BOUNCE BACK!
<http://www.bounceback.com.au/>

FRIENDS for Life
www.friendsinfo.net/index.html

Friendly Schools and Families Program
<http://www.friendlyschools.com.au/about.php>

Kids Helpline
<http://www.kidshelp.com.au/>

Appropriate use of social media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media. This section of the Student Code of Conduct should clearly detail what behaviour is expected of students, how this will be reinforced and possible consequences for failing to meet these standards.

It is also advisable for schools to consider including information about cybersafety and reputation management in this section of the Student Code of Conduct, including a flowchart about how incidents are managed.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

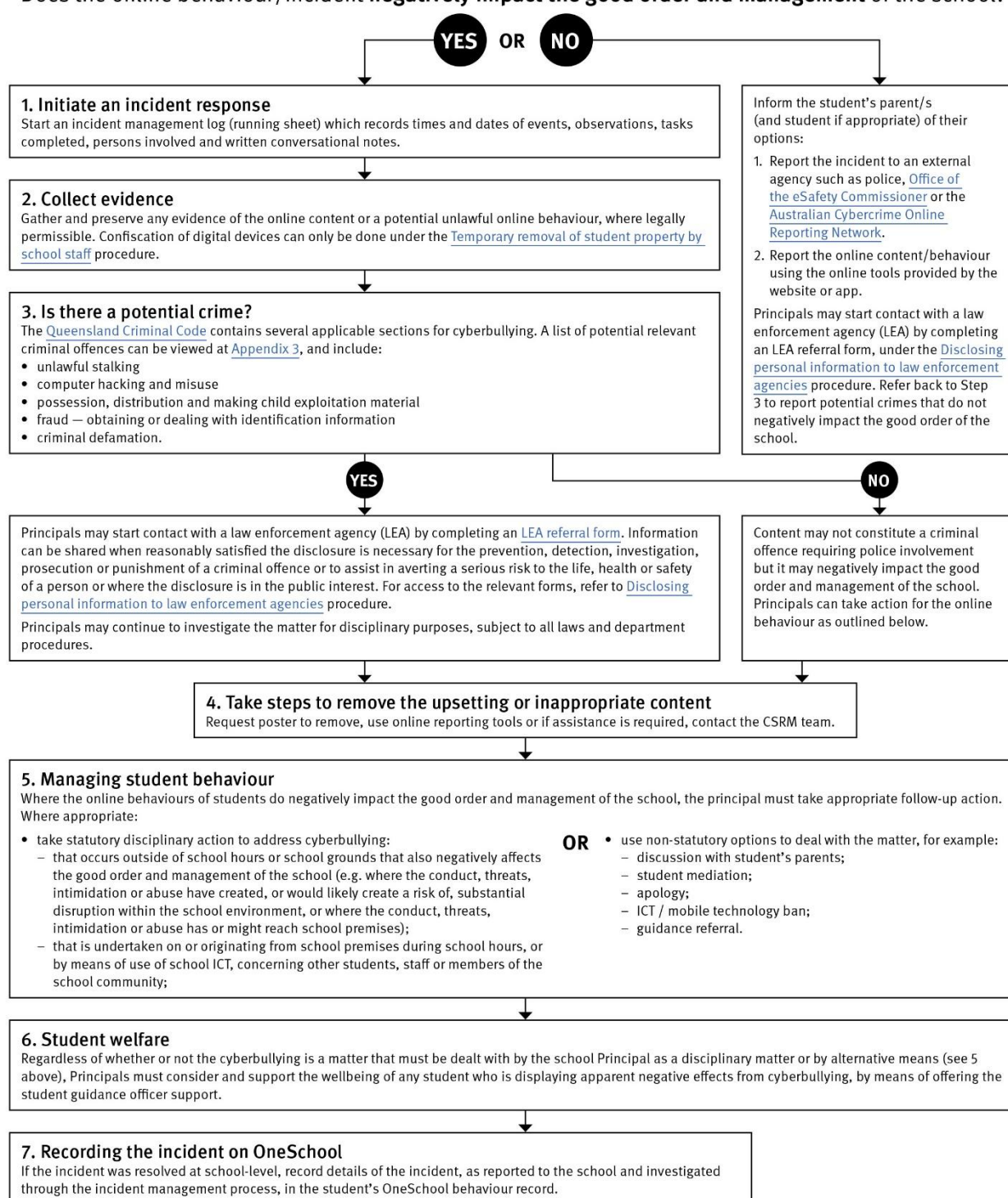
Explicit images

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](#).

Help

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**?



Use of mobile phones and other devices by students

In line with Queensland Department of Education guidelines, our school follows a "phones away for the day" approach. Mobile phones must remain switched off or on silent and stored in students' school bags from the time they enter the school grounds until they leave at the end of the day. Phones should be placed in bags, on silent by 9:00am and must not be seen or used during the school day unless authorised by school staff for a specific educational or medical purpose. Wearable devices with communication capabilities, including smartwatches, are not permitted at school.

Digital devices such as iPads are only permitted for students participating in our Years 4–6 Bring Your Own Device (BYOD) program. These devices are used to support teaching and learning and must be used in accordance with the school's BYOD expectations. Students in Prep to Year 3 are not required to bring personal devices to school. These expectations help minimise distractions, maximise learning time, and ensure a safe and focused learning environment for all students.

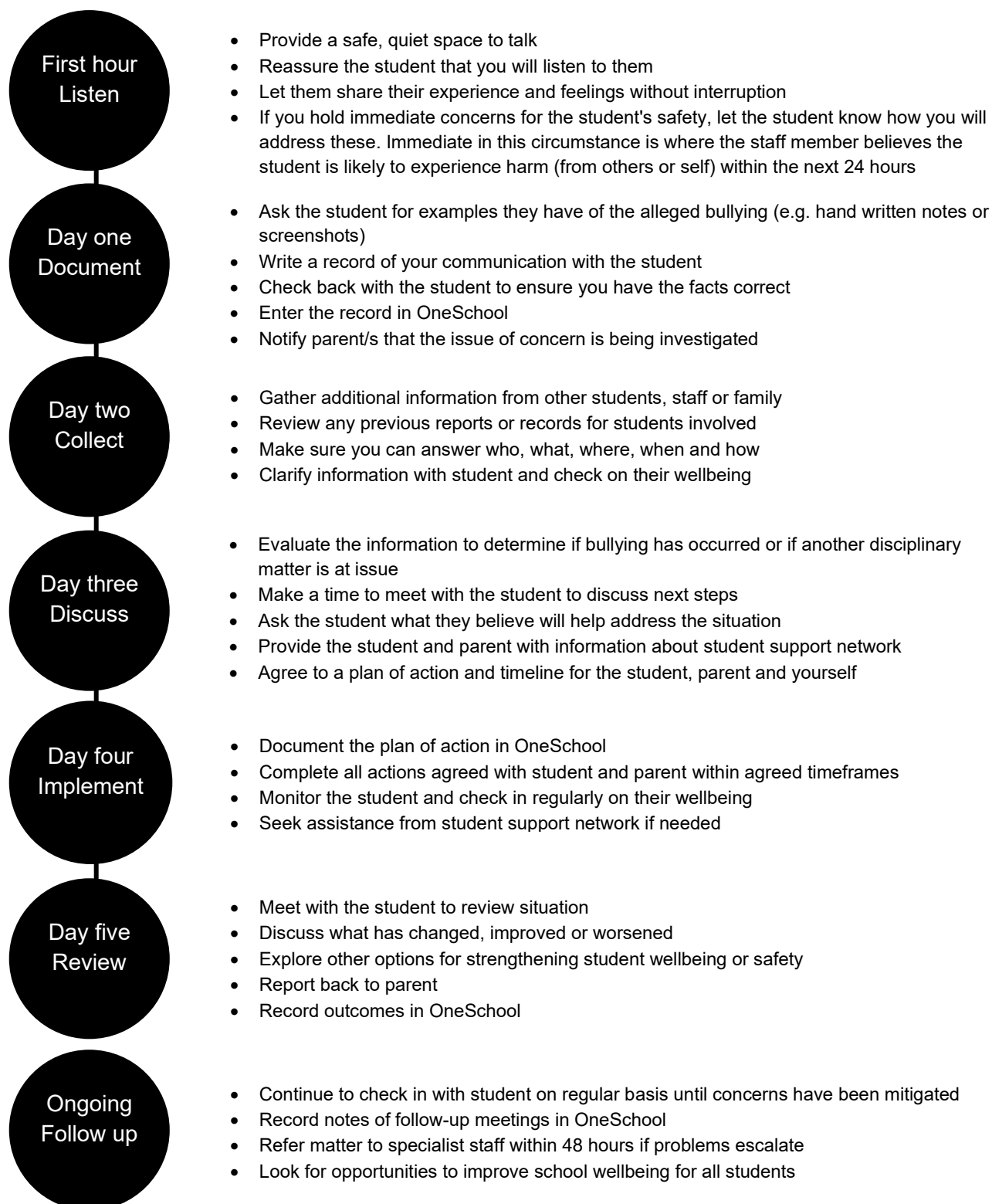


Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Leadership Team Members: Including Principal / Deputy Principal



Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

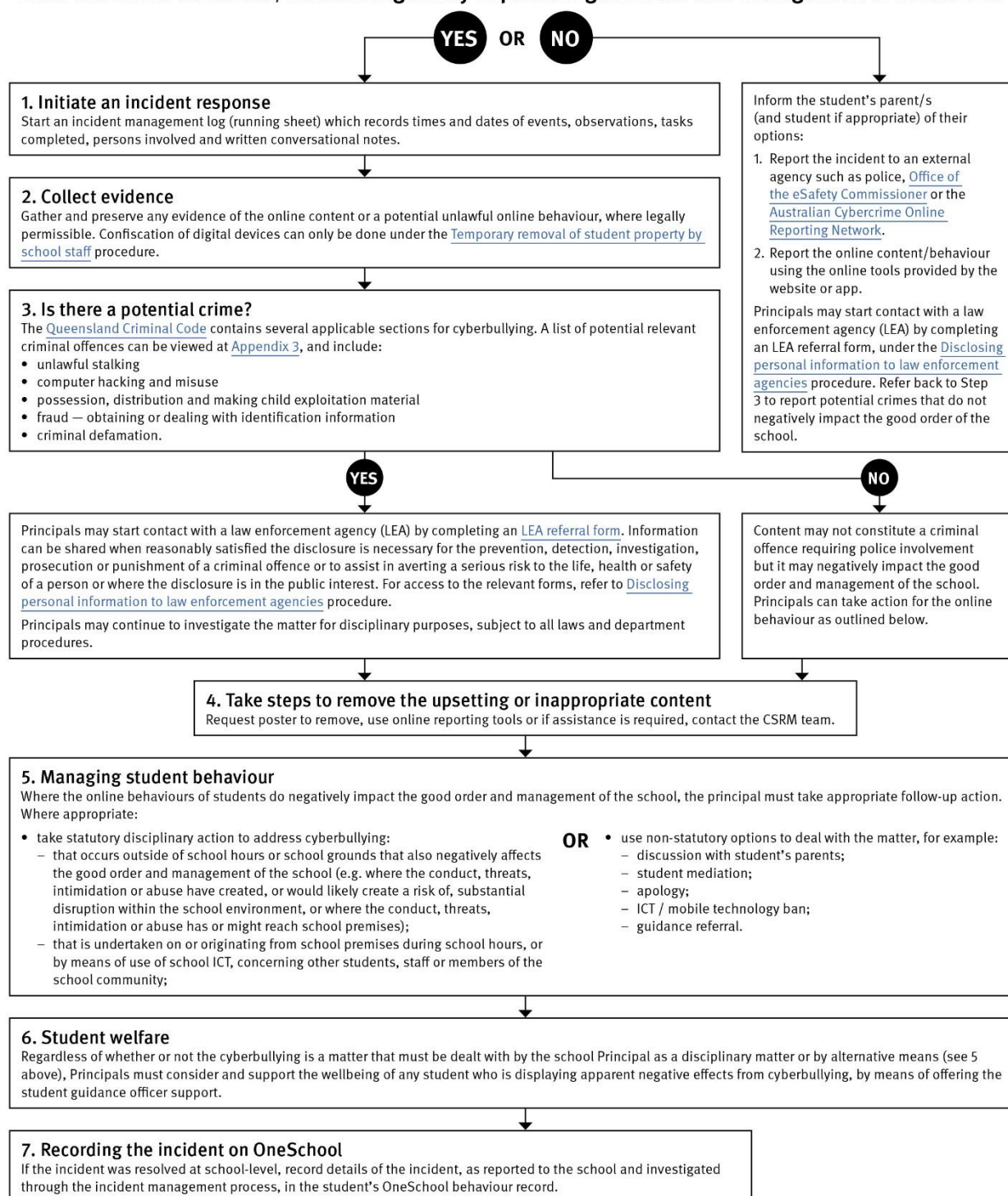
Explicit images

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](#).

Help

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**?



Restrictive Practices

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

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

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

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

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

Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe inappropriate 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. 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.

Basic defusing strategies:

1. Avoid escalating the problem behaviour/allow the student space and time to calm and self-regulate: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations. A staff member trained in the process who has not been involved in the event should lead formal debriefing. The goals of debriefing are to: • Reverse or minimise the negative effects of physical intervention • Prevent the future use of physical intervention • Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes). Debriefing should provide information on: • Who was involved • What happened • Where it happened • Why it happened • What we learned

The specific questions we want to answer through the debriefing process are: • FACTS: what do we know happened? • FEELINGS: how do you feel about the event that happened? • PLANNING: what can/should we do next? Questions for staff • What were the first signs? • What de-escalation techniques were used? • What worked and what did not? • What would you do differently next time? • How can physical intervention be avoided in this situation in the future? • What emotional impact does using

physical intervention have on you? • What was your emotional state at the time of the escalation? Questions for student • What was it that you needed? • What upset you most? • What did we do that was helpful? • What did we do that got it that way? • What can we do better next time? • Is there anything that you would do differently? • Would you do something differently next time? • What could we have done to make the physical intervention less invasive? For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Related Procedures and Guidelines

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

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

Conclusion

Miami State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education. All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office. As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

Please see the Parent Code of Conduct on the Miami State School website for details regarding expected behaviour of parents and carers. <https://miamiss.eq.edu.au/> Making a complaint about a state school—for parents, carers and students If you are unhappy about something that happened at a state school and it has impacted you or your child, we would like to hear about it. We do our best to respond to complaints quickly and fairly in a way that is compatible with human rights. Our customer complaints management framework (PDF, 2 MB) has 3-steps:

1. Early resolution: Make an appointment, call or email the school to raise your concern. The schools directory contains contact information. Alternatively, you can make a complaint by contacting Queensland Government on 13 74 68 or via the online form. If you are a student, you can use the child and student complaint form (PDF, 357 KB).
2. Internal review: If you are unhappy about how your complaint was dealt with or the outcome, you can ask the regional office to conduct an internal review.
3. External review: If you are still unhappy after the internal review, you can ask for an independent, external review from a review authority, such as the Queensland Ombudsman or Queensland Human Rights Commission.