



# Student Code of Conduct 2020-2023

Draft – January 2021

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2019-2023



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## 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.

## Contact Information

|                         |                                 |
|-------------------------|---------------------------------|
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## Endorsement

|  |   |
|--|---|
| Principal Name:                                      | Ms Jemille Malouf   |
| Principal Signature:                                 |  |
| Date:  | 25 <sup>th</sup> January 2021   |
| P/C President and-or School Council Chair Name:      |   |
| P/C President and-or School Council Chair Signature: |   |
| Date:  |   |

## Principal's Foreword

Miami State School provides high quality education from prep to year 6. The campus is located in the suburb of Mermaid Waters on the Gold Coast. Our school was established in 1979.

The education community at Miami State School believes in creating a nurturing and safe learning culture to engage children's natural curiosity where children enjoy their education, build friendships and achieve their best.

As a team we do this by providing quality learning experiences that use individualised and differentiated curriculum and teaching; innovating with futures thinking and digital technologies for a rapidly changing and networked society; developing specialised programs, class structures and educational solutions that are creative and flexible to achieve our goals; and encouraging students to take responsibility for their own achievement through personal application.

## PC Statement of Support

The School P&C acknowledges the work around supporting students' behaviour and will continue to support the school philosophy of Positive Behaviour for learning. The P&C has worked closely with school is driving the uniform policy to build pride, respect for all students at Miami SS.

The P&C continues to work closely with the school by financially supporting school excursions and field trips to enhance student engagement and learning. The P&C also fund resources to enhance the work of the Positive Behaviour for learning team to encourage all stakeholders (staff, students, and parents, P&C) to commit to Our PBL school expectations of Respect, Safety and Learning.

The P&C meets monthly and feedback is regularly provided by Deputy Principal to the P&C regarding students' behaviour and well-being. This process keeps the P&C in the loop around what's working in the behaviour, engagement and wellbeing student's space

## Consultation

Miami State School developed this plan in collaboration with our school community and will finalise the requirements during 2021. This plan enabled broader consultation with parents, staff and students throughout 2019. A review of school data sets relating to attendance, disciplinary absences and behaviour incidents from 2018-2019 also informed the development process.

Extensive school and community consultation supported reviewing the school expectations for behaviour, with a central goal of fulfilling the school values of Respect, Safety and Learning. These expectations, being respectful, being safe and being a learner, are promoted throughout the school and form the basis for discussions about school expectations, positive

behaviour and responding to unacceptable behaviour. This framework continues to support whole school consistent behaviour practices based on Positive Behaviour for Learning (PBL).

Input and feedback was sought throughout 2019 via school staff and cohort meetings, and wider community consultation occurred through P & C meetings. Student feedback on the school values was gathered via formal and informal classroom discussions and surveys.

Regular staff Professional Development is conducted in Positive Behaviour for Learning, behaviour support, student/parent interactions, Essential Skills for Classroom teachers, Classroom Profiling and Restorative Practices.

## Learning and Behaviour Statement

All areas of Miami State 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 academic education programs.

Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL). PBL is a compilation of practices, interventions and change strategies that are effective and efficient in achieving important social and learning outcomes, whilst supporting overall student wellbeing.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone. This allows Miami State School to create and maintain a positive and productive learning and teaching environment where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the school values of Respect, Safety and Learning as being crucial to student welfare and development. These three core values drive our school expectations and assist our staff to teach and promote our high standards of responsible behaviour as per the Miami State School Expectations Matrix.

Our school values and expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

## Student Wellbeing and Support Network

Students at Miami State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents / Carers
- Teachers
- Learning Support Staff
- Positive Behaviour Support Teacher and Teacher Aide
- Head of Department - Curriculum
- Administration Staff
- Guidance Officer / Senior Guidance Officer
- Advisory Visiting Teacher

- School Chaplain
- Adopt-A-Cop

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)
- ACTS for Kids
- Police
- Local Council

## Whole School Approach to Discipline

### Universal Behaviour Support

Behaviour support at Miami State School is designed to cater for the whole school population with a focus on strategies for all. This is accomplished through a whole school approach. Teachers are skilled and responsible in dealing with the majority of behaviour issues at the class level. Miami State School is a disciplined school environment where teachers explicitly teach expected behaviours and provide opportunities for students to practice the expected behaviours. Teachers continuously reinforce expected behaviours and provide feedback and correction when needed. It is a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

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

For more information, please refer to the Code of School Behaviour:

<http://education.qld.gov.au/behaviour/docs/code-school-behaviour-a4.pdf>

A set of behaviour expectations in specific settings has been attached to each of our school values. The Schoolwide Behaviour Expectations Matrix outlines our agreed values and specific behaviour expectations in all school settings

A set of behavioural expectations in specific settings has been attached to each of our three school values. The Schoolwide Expectations Matrix outlines our agreed behavioural expectations in all school settings.

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

- Behaviour lessons conducted on Parade



- Consolidation of weekly behavioural expectation in each individual classroom as a follow on from Parade
- Teachable moments by all staff
- Signage
- Newsletter
- Classroom Awards
- Whole School Reward Menu

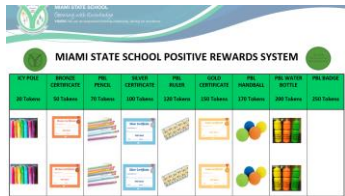


Miami State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- The PBL team provides information to staff and support by sharing practices.
- All staff members are provided with professional development in Essential Skills for Classroom Management, PBL and Restorative Practice (*Enhancing Relationships and Engaging Learners*)
- Regular provision of information to staff and parents
- Weekly focus lessons on values and expectations through the whole school Wellbeing sessions
- Comprehensive induction on the Miami State School Student Code of Conduct for Students for new students as well as new and relieving staff.
- Regular review of the Miami State School Student Code of Conduct for Students with staff and students
- Individual support plans 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 through the Positive Behaviour Support Teacher
- A focus on Functional Behaviour and/or Trauma Informed Practices (when required), ensures staff awareness of factors which contribute to inappropriate behaviour
- Student health and wellbeing team (Behaviour Action Group address the behavioural and relational needs of Tier 2 and Tier 3 students (based on various data sets available)

### Classroom PBL Display


The following items should be displayed in a visually accessible location for students:

|                                |  |
|--------------------------------|--|
| Flowchart                      |  |
| Minor Behaviour Process Poster |  |

|   |  |
|---|--|
| Consequences for inappropriate behaviour Year Level Poster (created on SFD) | To be created by each year level.  |
| Positive Rewards Poster   |    |
| Co-constructed classroom rules  | <div>6C's Class Rules</div>  |
| Three Expectations Poster   |    |
| Whole Body Listening Poster   |  |



# Miami State School Expectations Matrix

| <div>  <div> <b>MIAMI STATE SCHOOL</b><br/> <i>Growing with Knowledge</i><br/> <small>VISION   We are an empowered learning community, striving for excellence.</small> </div> </div> <div> <b>School Wide Expectations Matrix</b> </div> |  |   |   |   |   |   |  |  |
|--|--|---|---|---|---|---|--|--|
|  | ALL AREAS AT ALL TIMES   | LEARNING AREAS  | EATING AREAS  | BREAKTIMES  | TRANSITIONS   | TOILETS   | ONLINE   | BEFORE & AFTER SCHOOL  |
| RESPECTFUL   | <ul style="list-style-type: none"> <li>Listen to and follow instructions</li> <li>Use manners</li> <li>Wear the school uniform with pride</li> <li>Own your own behaviour</li> </ul>   | <ul style="list-style-type: none"> <li>Respect the rights of others to learn</li> <li>Be kind and courteous to others</li> <li>Use equipment correctly</li> </ul>   | <ul style="list-style-type: none"> <li>Take responsibility for your own rubbish</li> <li>Listen to staff on duty and follow instructions</li> </ul> | <ul style="list-style-type: none"> <li>Remain seated until released by the staff on duty</li> <li>Play fairly and encourage others to do the same</li> <li>Look after the school grounds and equipment</li> </ul> | <ul style="list-style-type: none"> <li>Walk around the school in silence, aware of others learning</li> <li>Sit quietly while waiting for the teacher</li> <li>Keep out of gardens</li> </ul>     | <ul style="list-style-type: none"> <li>Use the toilet appropriately</li> <li>Respect other people's privacy and wait your turn</li> <li>Help keep the toilets clean and hygienic</li> </ul>       | <ul style="list-style-type: none"> <li>Treat others respectfully online</li> <li>Follow school procedure for personal devices</li> </ul>       | <ul style="list-style-type: none"> <li>Respect our wider community</li> </ul>  |
| SAFE   | <ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Be in the correct area at the correct time</li> <li>Use the Miami 5 to solve problems</li> <li>Follow emergency procedures and safety rules</li> </ul> | <ul style="list-style-type: none"> <li>Enter and exit the learning area sensibly</li> <li>Ask permission to leave learning areas</li> <li>Use equipment safely</li> <li>Sit appropriately</li> </ul>  | <ul style="list-style-type: none"> <li>Stay seated during eating time.</li> </ul>   | <ul style="list-style-type: none"> <li>Wear a hat when outside</li> <li>Report unsafe behaviours to the staff on duty</li> </ul>  | <ul style="list-style-type: none"> <li>Walk silently in straight lines with your teacher</li> <li>Walk on concrete paths and keep left when sharing paths</li> <li>Stay with the class</li> </ul> | <ul style="list-style-type: none"> <li>Wash your hands with soap</li> <li>Use the correct toilet block</li> <li>Report any damage or problems</li> <li>Walk carefully on any wet areas</li> </ul> | <ul style="list-style-type: none"> <li>Follow online protocols</li> <li>Keep phones in bags at all times</li> </ul>                            | <ul style="list-style-type: none"> <li>Follow after school procedures</li> <li>Cross the road safely</li> <li>Wear helmets when riding bikes, scooters or skateboards</li> </ul> |
| LEARNER  | <ul style="list-style-type: none"> <li>Cooperate and work with others</li> <li>Persevere and give your best effort</li> <li>Be prepared and follow school routines and bell times</li> <li>Be an active participant</li> </ul>         | <ul style="list-style-type: none"> <li>Use whole body listening, be organised and ready to learn</li> <li>Use feedback to make improvements</li> <li>Complete your work to the best of your ability on time</li> <li>Use equipment and resources appropriately</li> </ul> | <ul style="list-style-type: none"> <li>Use equipment and resources appropriately</li> </ul>   | <ul style="list-style-type: none"> <li>Follow the rules of games in my play area</li> </ul>   | <ul style="list-style-type: none"> <li>Go straight to appropriate area when the bell rings</li> </ul>   | <ul style="list-style-type: none"> <li>Go to the toilet before school and during breaks</li> <li>Return to your class promptly</li> </ul>   | <ul style="list-style-type: none"> <li>Use technology for learning</li> <li>Get permission from your teacher before posting content</li> </ul> | <ul style="list-style-type: none"> <li>Be on time and ready to learn</li> </ul>  |

## Rewards Strategies

Staff members use a range of rewards strategies to acknowledge positive student behaviour. Formal recognition systems (e.g.: positive communication to parents/carers, positive postcards, Student of Week on Parade, access to the rewards menu, end of term/semester celebrations) have been developed. Students who consistently meet the school values and 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 the Positive Behaviour Support Teacher and/or a member of administration with the classroom 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 and the IBP case management details. 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 Health and Wellbeing Behaviour Action Group 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.

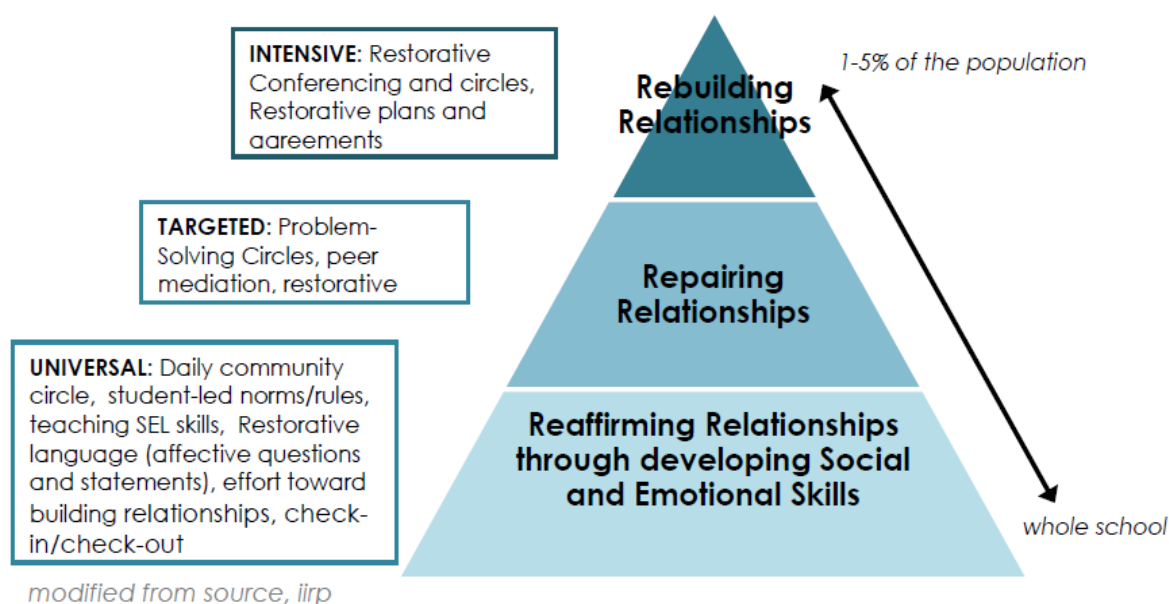
In many cases, the stakeholder team includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff. The relevant individual student's stakeholder team:

- 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

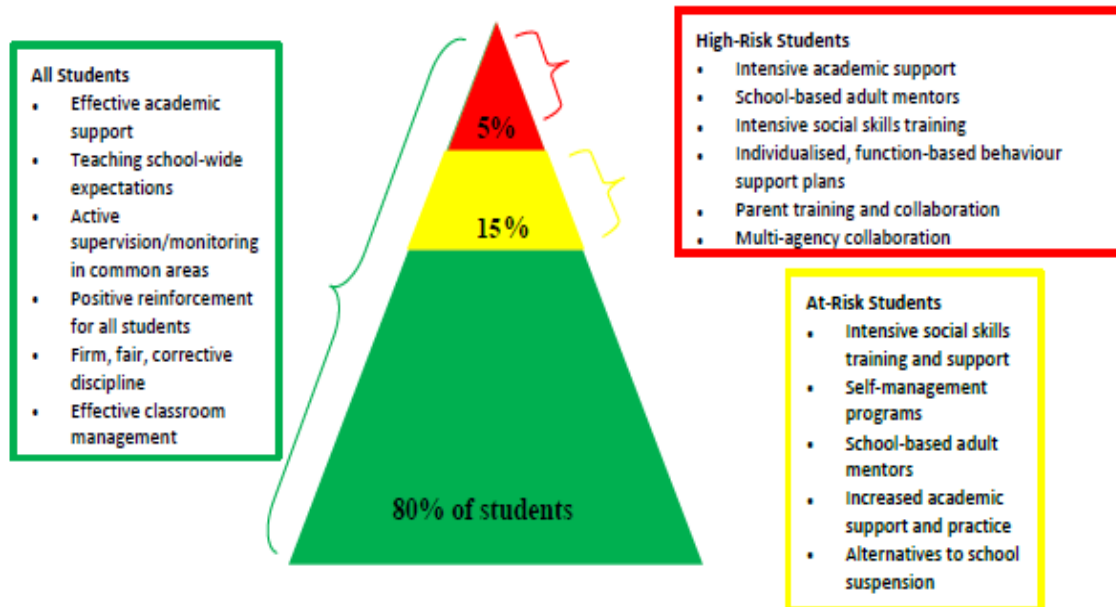
At Miami State School, we aim to reinforce the expectations associated with a safe and disciplined school environment by providing positive feedback to those students who engage in the expected appropriate school behaviours. This allows for the modelling of appropriate behaviours as well as generating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

- Behaviour lessons taught explicitly each week (lessons taken from the Expectations Matrix)
- Student of the Week awards on weekly parades
- Tokens given in class 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)
- Support from Chaplain, Guidance Officer, Behaviour Support Team
- 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**, The Zones of Regulation, Restorative Practice Conferencing, various programs for individuals and small groups (eg. Rock and Water, Starving the Anxiety Gremlins)



## 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 Classroom Expectations Wall (CEW) to assist visually with re-directing students' behaviour. Each CEW must be clearly displayed in the classroom and incorporate the school values, expectations of the values, school rules and positive and negative consequences.

## **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.

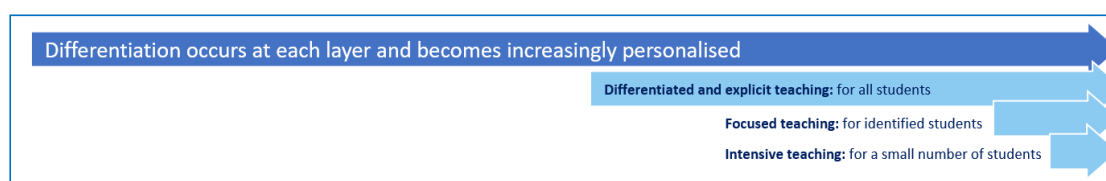
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

## 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.



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

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## Focused Teaching

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

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.

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

- The Incredible Years
- Check and Connect
- Shared Concern Method
- Functional Based Assessment.

For more information about these programs, please speak with the Principal

## **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 Exemplar State College 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 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

### 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 HOSSES 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 (HOSSES) 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. HOSES, DP or Staff Member on Duty
- Detention including outside normal school hours
- 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, formal 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

## **Time Out**

Students who commit major behaviour breaches or cumulative recordings of minor behaviours may be removed from class via ***Exit from Class*** or a ***Time Out Card*** to the appropriate location (eg. Student Services Room or main office to see the Deputy Principal). A student with an issued “time out” card may self-refer to the Student Services or a previously designated venue to see a delegated support staff member.

Time Out procedures (*Exit from Class* or *Time Out Card*) may be used:

- as one of a range of options for students to manage their own behaviour
- in order to assist a student in the calming down process
- as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for Time Out. These include:

- giving the student opportunity to re-join the class at a reasonable time interval
- provide the student with opportunities to complete assessments to fulfil educational requirements
- ensure when using Time Out as a management technique that it is consistent with:
  - developmental stage of the student
  - any additional needs that the student may have
- ensuring the student is safe and under supervision at all times
- ensuring emergency procedures are in place for students ‘out of class’
- the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data

## Definition of Consequences

|   |   |
|---|---|
| Detention                               | <p>Detention may be used as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 15 minutes during a school break and/or up to 60 minutes after school, (parents/caregivers will be contacted before an out of school hours detention is imposed). Detention may also be issued on non-school days (parents will be informed of location and duration of the detention and their obligation to provide transport)</p>   |
| 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<br>(Exit from Class) | Students are sent to a Student Services according to the procedures provided in the Restorative Practices Handbook  |
| Suspension                              | <p>The Principal or Principal's delegate may suspend a student from school under the following circumstance:</p> <ul style="list-style-type: none"> <li>• Disobedience by the student</li> <li>• Misbehaviour</li> <li>• Persistent low level misbehaviour</li> <li>• Conduct that adversely affects, or is likely to adversely affect, other student enrolled at the school, before during and after school hours</li> <li>• Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school</li> <li>• The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school</li> <li>• The student is charged with a serious offence as defined by the Education (General Provisions) Act 2006</li> <li>• The student is charged with an offence and the Principal is satisfied it would not be in the best interests of other students</li> </ul> |

|           |   |
|-----------|---|
|           | or of staff for the student to attend the school while the charge is pending  |
| Exclusion | <p>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:</p> <ul style="list-style-type: none"> <li>• Persistent disobedience</li> <li>• Misbehaviour</li> <li>• Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school</li> <li>• Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school</li> <li>• The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school</li> <li>• 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.</li> </ul> |

Please see Appendix 1 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 emphasis 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 Action Group 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 – **STOP – WALK – TALK**

## **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, HOSES, 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 HOSES/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](http://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](http://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](#).

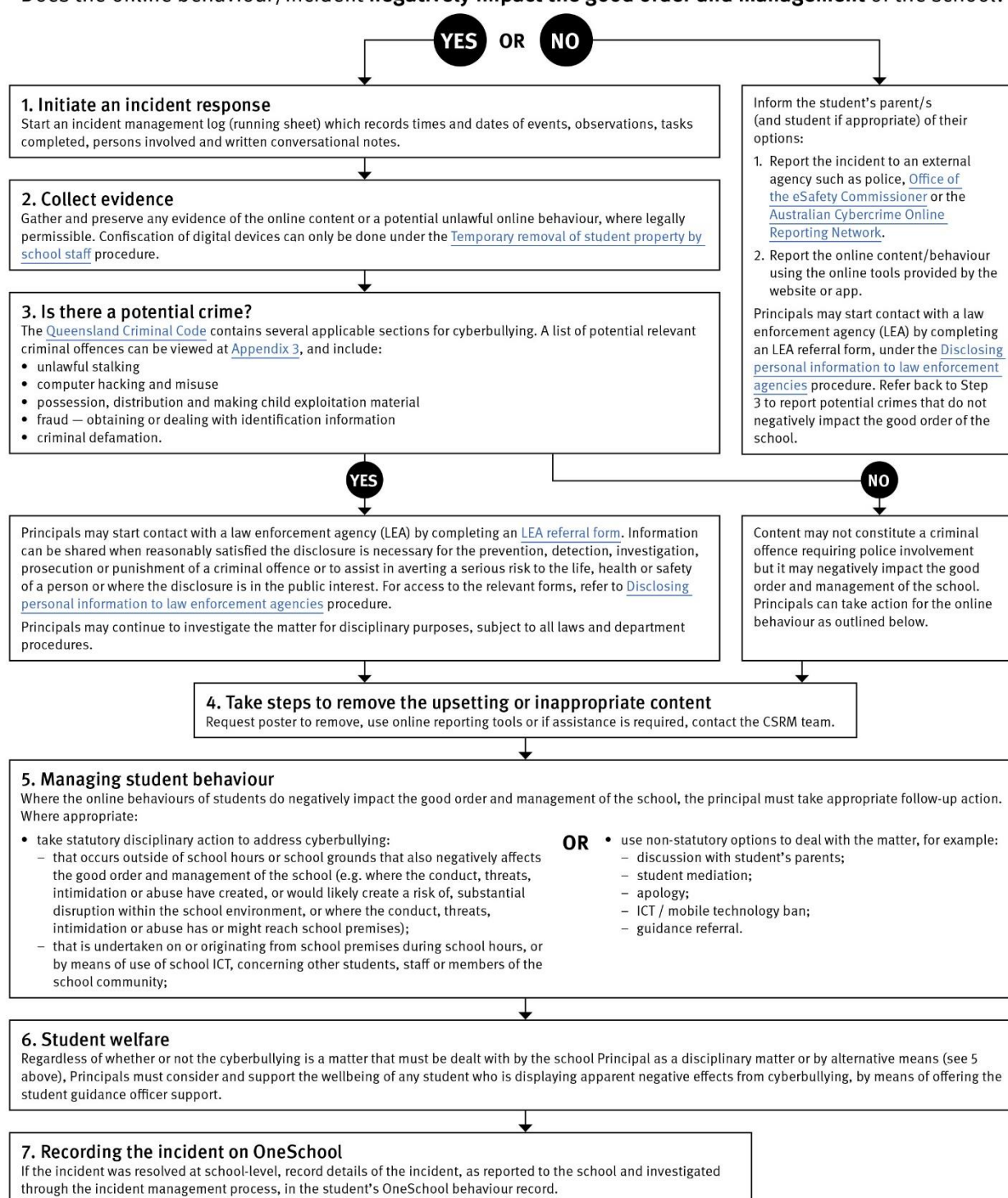
### Explicit images

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](mailto: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.

This section of the Student Code of Conduct should include examples of when your school intends to use any restrictive practices. Please refer to the Restrictive practices procedure in preparation of this element of the document.

## 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.
5. Debrief: 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.  
(refer to individual behaviour plan/exit plan/risk management plans if applicable)

### **Physical Intervention and Restraints – Immediate or Emergency Response**

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 Miami State School's 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 restraint that is more forceful.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- physical intervention is not to be used as a response to:
  - property destruction
  - school disruption
  - refusal to comply
  - verbal threats
  - leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

***It is important that all staff understand the underlying function of the behaviour and that students may well be extremely stressed at these times.***

### **Record Keeping**

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report - *recorded on OneSchool*
- MyHR Incident report – via OnePortal – please see Principal or Deputy Principal  
**debriefing report (for student and staff)**

## 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.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).  
  
Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).



Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

## Appendix 1

### Sample Behaviours and Related Consequences (Positive, Minor and Major)

| Positive Behaviours<br><i>"You are making the right choices – keep it up!"</i>  | Possible Actions   | Possible Strategies  |
|---|--|--|
| <p>At this level, all students are on task and no disciplinary action is required.</p> <ul style="list-style-type: none"> <li>▪ Successful learning</li> <li>▪ Clean, well maintained environment</li> <li>▪ Enjoyment of school</li> <li>▪ Self-esteem (Feeling good about yourself and others)</li> <li>▪ Opportunities- leadership, sporting, school presentations</li> <li>▪ Active participation in great learning activities and school experiences</li> <li>▪ Pride in self and pride in school</li> </ul> | <ul style="list-style-type: none"> <li>▪ Formal acknowledgement</li> <li>▪ Verbal reinforcement</li> <li>▪ Visual record through stickers &amp; stamps in books</li> <li>▪ Achievement recorded OneSchool</li> <li>▪ DOJOs</li> <li>▪ Certificates / Postcards</li> <li>▪ Invitation to Reward Activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Individual student acknowledgement</li> <li>▪ Goal setting which is realistic and individualised</li> <li>▪ Phone calls/Letters/Emails/Postcards to parents for good behaviour/achievements</li> <li>▪ Positioning in classroom, optimising conditions for best behaviour</li> <li>▪ Rewards structures which promote motivation and congratulate effort</li> <li>▪ Training of expected behaviour through Wellbeing Lessons</li> </ul> |

Definitions of Minor and Major incidents from PBL:

|              |   |
|--------------|---|
| <b>Minor</b> | <i>A minor behaviour is something that the adult should deal with at the time and in the context that it occurs.</i>  |
| <b>Major</b> | <i>A major behaviour is a behaviour that is illegal, unsafe or significantly interferes with the learning of others and requires the assistance of another adult.</i> |

Purpose:

|              |  |
|--------------|--|
| <b>Minor</b> | <i>A behaviour where the adult is committing to being part of the solution to modify the environment / academics / social setup to reduce the likelihood or severity of the behaviour and its ramifications.</i> |
| <b>Major</b> | <i>The point of a major is that we need to intervene now, and get an intervention happening sooner rather than later.</i>  |

### **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 using Appendix 1 – Sample Behaviours and Related Consequences:

**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.

**Major** incidents are those that:

- remove the student from the learning environment;
- remove the student from non-classroom settings;
- 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 Deputy Principals (DPs) or Head of Special Educations Services (HOSSES) or Principal (P) 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.

The following examples of behaviours are considered inappropriate or unacceptable at Miami State School. Every case will have the particular circumstances considered before consequences are applied. Staff may then apply appropriate consequences from the range of consequences listed (not necessarily in the order they are written). Where there is a choice of consequences and/or extenuating circumstances, the Principal reserves the right to make the final determination.

## Appendix 2 – Student Use of Electronic Devices Policy

### Student use of Electronic devices Policy

- All of Miami State School's policies are intended to be up to date and be consistent with all relevant laws.
- All members of the School Community are expected to comply with all applicable policies.
- Various parts of the policies require leaders, ICT staff and teaching/non-teaching staff to exercise discretion and the policies are not intended to be applied in a legalistic or prescriptive manner.

#### **Purpose**

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The Internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and create awareness to context to promote effective learning. Young people should have an entitlement to safe Internet access at all times.

#### **This Responsible Use Policy is intended to ensure:**

- Students will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- School ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

The school will try to ensure that students will have good access to ICT to enhance their learning and will, in return, expect the students to agree to the responsible users.

#### **Responsible Use of the Electronic devices Policy**

The use of school ICT systems in a responsible way is to ensure that there is no risk to safety and security of the ICT systems and other users.

#### ***For student's personal safety:***

- The school will monitor my use of ICT systems, email and other digital communications.
- Student username and password cannot be shared, nor are students to use other students' username and password.
- Students are aware of "stranger danger", when communicating on-line.
- Students are not to disclose or share personal information about myself and others.
- Students should immediately report a teacher of any unpleasant or inappropriate material or messages or anything that makes students feel uncomfortable when looking at online information.
- Student should not remove particular files from the school domain or uninstall compulsory software.

#### **Everyone has equal rights to use technology as a resource and:**

The school ICT systems are primarily intended for educational use and that students will not use the systems for personal or recreational use unless special permission is granted by the classroom teacher.

- Students are encouraged not to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- Students are not to use the school ICT systems for on-line gaming, on-line gambling, internet shopping, peer-to-peer file sharing.
- Students are not to use the school ICT systems for video or audio streaming (e.g. YouTube), unless I have permission of a member of staff to do so.

**Demonstrating respect towards others when using digital devices:**

- Respect other's work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- Be polite and responsible when communicating with others. Students will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- Students will not take, distribute or alter images or videos that of anyone without their permission.

**The school has a responsibility to maintain the security and integrity of the technology use by students:**

- Students will only use their personal or school electronic device including USB devices at school if they have permission. When using student own devices at school, students will need to follow the same agreement if using school equipment.
- Students should understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others.
- Students should immediately report any damage or faults involving equipment or devices loaned from the school.
- Students should not open any attachments to emails, unless I know and trust the person / organisation who sent the email, due to the risk of the attachment containing viruses or other harmful programmes.
- Students should not attempt to install programmes of any type on a machine, or store programmes on a school computer, nor will I try to alter school computer settings.
- Students should only use chat and social networking sites with permission and at times that are allowed.

**When using the Internet for research or recreation, students should recognise that:**

- Students should have permission to use the original work of others but acknowledge the work through appropriate referring on the current document.
- Students should be aware that work is protected by copyright, and will not download illegal copies (including music and videos).
- When engaging in discussion boards or other on-line networks, and directed by a teacher the appropriate communication protocol of the discussion board.

**Understanding responsibility of students' actions, both in and out of school:**

- Students should understand that the school has the right to take action against me if students are involved in incidents of inappropriate behaviour, that are covered in this policy, when students out of school and where they involve my membership of the school community (e.g. cyber-bullying, use of images or personal information).
- Students should understand that if they fail to comply with this Student use of Electronic devices Policy, that the school can implement disciplinary action based major offences This may include loss of access to the school network / Internet, detentions, suspensions, contact with parents and in the event of illegal activities involvement of the police.