Miles State School

*Responsible Behaviour Plan for Students based on The Code of School Behaviour*

1. **PURPOSE**

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

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

2. **CONSULTATION AND DATA REVIEW**

Miles State School developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents informed the development process as did consultation with parents, staff and students.

The original Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in December 2009.

In accordance with the review dates in previous policies this document has had a full review and update (2015) in accordance with current Departmental guidelines/policies. The policy has been reviewed and endorsed by the staff, School Council and P & C.

3. **LEARNING AND BEHAVIOUR STATEMENT**

All areas of Miles 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 Responsible Behaviour Plan 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 plain to everyone, assisting Miles 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 following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful
- Be a learner

Our school rules 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.
4. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Miles State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
</tr>
<tr>
<td><strong>CLASSTROOM</strong></td>
</tr>
<tr>
<td><strong>PLAYGROUND</strong></td>
</tr>
<tr>
<td><strong>STAIRWELL</strong></td>
</tr>
<tr>
<td><strong>TOILETS</strong></td>
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<tr>
<td><strong>BUS LINES/BIKE RACKS</strong></td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
</tr>
<tr>
<td>- Use equipment appropriately</td>
</tr>
<tr>
<td>- Keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>- Speak respectfully to adults and peers</td>
</tr>
<tr>
<td>- Attentive behaviour</td>
</tr>
<tr>
<td>- Follow instructions</td>
</tr>
<tr>
<td>- Raise your hand to speak</td>
</tr>
<tr>
<td>- Talk in turns</td>
</tr>
<tr>
<td>- Be a good listener</td>
</tr>
<tr>
<td>- Participate in school approved games</td>
</tr>
<tr>
<td>- Care for the environment</td>
</tr>
<tr>
<td>- Rails are for hands</td>
</tr>
<tr>
<td>- Carry items</td>
</tr>
<tr>
<td>- Keep passage ways clear at all times</td>
</tr>
<tr>
<td>- Respect privacy of others</td>
</tr>
<tr>
<td>- Use the facilities for the purpose that they are intended</td>
</tr>
<tr>
<td>- Wait inside the gate until the bus stops</td>
</tr>
<tr>
<td>- Notify bus duty teacher if you need to leave the bus shed</td>
</tr>
<tr>
<td>- Use own bike/scooter only</td>
</tr>
<tr>
<td>- Walk bike/scooter to the gate</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
</tr>
<tr>
<td>- Ask permission to leave the classroom</td>
</tr>
<tr>
<td>- Be on time</td>
</tr>
<tr>
<td>- Be in the right place at the right time</td>
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<tr>
<td>- Follow instructions straight away</td>
</tr>
<tr>
<td>- Be prepared</td>
</tr>
<tr>
<td>- Complete set tasks</td>
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<tr>
<td>- Take an active role in classroom activities</td>
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<tr>
<td>- Keep work space tidy</td>
</tr>
<tr>
<td>- Be honest</td>
</tr>
<tr>
<td>- Follow class rules</td>
</tr>
<tr>
<td>- Be a problem solver</td>
</tr>
<tr>
<td>- Return equipment to appropriate place at the sports bell</td>
</tr>
<tr>
<td>- Move peacefully in single file</td>
</tr>
<tr>
<td>- Use toilets during breaks when possible</td>
</tr>
<tr>
<td>- Have your name marked on the bus roll</td>
</tr>
<tr>
<td>- Wait in your line, seated with your siblings</td>
</tr>
<tr>
<td>- Keep your belongings nearby</td>
</tr>
<tr>
<td>- Leave school promptly</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
</tr>
<tr>
<td>- Respect others’ personal space and property</td>
</tr>
<tr>
<td>- Care for equipment</td>
</tr>
<tr>
<td>- Clean up after yourself</td>
</tr>
<tr>
<td>- Use polite language</td>
</tr>
<tr>
<td>- Wait your turn</td>
</tr>
<tr>
<td>- Enter and exit room in an orderly manner</td>
</tr>
<tr>
<td>- Walk</td>
</tr>
<tr>
<td>- Use equipment appropriately and safely</td>
</tr>
<tr>
<td>- Play fairly – take turns, invite others to join in and follow rules</td>
</tr>
<tr>
<td>- Wear shoes and socks at all times</td>
</tr>
<tr>
<td>- Be sun safe; wear a broad brimmed hat</td>
</tr>
<tr>
<td>- Walk quietly and orderly so that others are not disturbed</td>
</tr>
<tr>
<td>- Walk one step at a time</td>
</tr>
<tr>
<td>- Wash hands</td>
</tr>
<tr>
<td>- Walk</td>
</tr>
<tr>
<td>- Wait your turn</td>
</tr>
<tr>
<td>- Wear bike/scooter helmet correctly</td>
</tr>
<tr>
<td>- Walk bike to and from the pedestrian gate</td>
</tr>
<tr>
<td><strong>BE A LEARNER</strong></td>
</tr>
<tr>
<td>- Follow directions</td>
</tr>
<tr>
<td>- Listen to others respectfully</td>
</tr>
<tr>
<td>- Begin set tasks quickly</td>
</tr>
<tr>
<td>- Complete homework tasks</td>
</tr>
<tr>
<td>- Ask for help or clarification</td>
</tr>
<tr>
<td>- Actively participate in all activities</td>
</tr>
<tr>
<td>- Allow teachers to teach</td>
</tr>
<tr>
<td>- Respect others’ right to learn</td>
</tr>
<tr>
<td>- Follow the rules of games</td>
</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by staff during classroom and non-classroom activities.
Miles 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
- School Behaviour Leadership team members’ provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Miles State School’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual Behaviour Management Plan developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)

**Reinforcing expected school behaviour**

At Miles State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**Whole School Approaches to Developing Positive Behaviours through Active Teaching and Learning**

In keeping with our beliefs about learning and behaviour, we believe that our students respond best to positive reinforcement. Positive behaviours are established through modifying the student’s environment and teaching new skills while responding effectively to problematic behaviours.

To achieve positive behaviours, all staff are involved in actively teaching social competencies and skills in structured lessons. Active teaching of specific behaviours sustained by the modelling of desirable competencies is the underlying structure. All staff in all settings will promote the development of positive behaviours.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, including:

- Praise/Encouragement (Verbal/Non-verbal/Written)
- Class Responsibilities (Messenger, Teacher’s Helper, Library Monitor, Tuckshop)
- Token/Point/Star Systems (Individual/Group Goal-Setting)
- Public Display of Work (Classroom, Foyer)
- Individual Class-Level Rewards (Stickers, Books, Stamps, Free time, Certificates, Student-Choice Activities, Computer Time)
- Whole Class Rewards (Parties, Fun Days, Game Time, Sport, Videos)
- Sharing Work With Others (Principal, Other Classes, Parents)
- Whole School Reward System (Gotcha Cards, Green Recognition Activities, Silver and Gold Awards)
- Teacher Evaluations (Marks/Comments on work/Behaviour Reporting)
- Celebrations (Birthdays, “Outside” achievements)
- Notes in School Newsletter
- Principal’s Awards
Whole School Proactive Strategies

- Each teacher develops class procedures to reinforce/reward positive behaviours in class
- Students who demonstrate positive behaviours on a number of occasions can receive a tangible reward from the teacher or principal or may be nominated by the class teacher as student of the week. ‘Student of the Week’ certificates are presented at the school assembly
- Students receive ‘Gotcha Awards’ for positive behaviour in the classroom and the playground
- Students attend Program Achieve lessons involving the 5 Keys to Success

All staff are encouraged to utilise a ‘least intrusive’ approach to correction of inappropriate behaviour, aiming to disrupt the learning environment as little as possible in the process of maintaining conducive learning conditions. In order to do this, staff may use a ‘risk assessment’ process to determine their course of action, as follows:

**Step 1:** What behaviour code or class rule is being broken?
**Step 2:** What is the current or potential impact of this behaviour on learning and teaching?
**Step 3:** Should I get involved and if I do, what is the simplest, least intrusive approach?
**Step 4:** Apply the first strategy and monitor its results. If unsuccessful, go to Step 5.
**Step 5:** Apply a more intrusive strategy and monitor results. If unsuccessful, go to Step 6.
**Step 6:** Apply a more intrusive strategy. This may include an ‘exit’ consequence if unsuccessful

Least intrusive to most intrusive strategies utilised by school staff in correcting student behaviour include the following, in order of level of intrusion:

- Tactical Ignoring
- Selective Attending
- Proximity
- Proximity With Touch Interference
- Body Language Encouraging
- Waiting And Scanning
- Pause In Talk
- Cueing (Verbal/Non-Verbal/Parallel)
- Descriptive Encouraging
- Non-Verbal Redirection (Eg - Flashcards/Private Signals)
- Distraction/Diversion
- Non-Verbal Directional Action (Eg - Bell/Whistle/Clapping)
- Oral Directional Phrase (Eg - 1-2-3, Eyes On Me)
- Curriculum Redirection
- Calling The Student’s Name
- Questioning To Re-Direct (Eg - Rule Questions)
- Individual Close Talk
- Verbal Redirection – Directive Question
- Verbal Redirection – Directive Statement
- Give Choices (Incorporating Consequences)
- State Logical Consequence
- Follow Through – Enforce Consequences
- Move Student In Room/Playground
- Move Student To Reflection/Time-Out Area/Buddy Class
- Remove Student From Classroom/Playground
- Have Third Party Remove Student From Classroom/Playground
- Remove Rest Of Class From Room/Area
- Physical Restraint (Non-Violent Crisis Intervention)

Training and refresher sessions in these corrective skills make up some of the professional development sessions that staff engage in throughout the year.

Following correction of behaviour problems in the classroom or playground, teachers are encouraged to initiate changes in practice to prevent or reduce the possibility that the behaviour will reoccur. As with the corrective process, this is a “Least to most intrusive” process, involving the initial modification of organisational and relationship factors within the learning setting and ultimately the involvement of student support services outside the classroom (Eg - medical support, mental health). The model for this process is represented in the table on the following page.
FOCUS OF INTERVENTION STRATEGIES

LEAST INTRUSIVE

PHYSICAL ENVIRONMENT
Seating Plan/Class Set-up
Lighting/Furniture
Visual Distractions
Location of Resources
Teacher Proximity
Lesson Venue

TASK REQUIREMENTS
Length of Activities
Hands-On Lesson elements
Use of Technology
Goal Setting
Use of Stretch Breaks
Variety of Activities
Flow of Lesson Activities
Transition between Activities
Relevance/Level of Content

SOCIAL INTERACTIONS
Non-Verbal Signals
Least Intrusive Strategies
Peer Influence
Monitoring Systems
Reward Systems
Positive and Reframing Strategies

STUDENT
(Medical, Emotional, Environmental)

Parent Conferences
Special Needs Committee Referral
Guidance Officer/BMST Referral
Paediatric Referral
Referral to other community support agencies

LEAST RESISTANT TO CHANGE

MOST INTRUSIVE

MOST RESISTANT TO CHANGE
**Student Behaviour Levels**

All students at Miles State School are levelled according to our community developed and agreed Student Behaviour Levels. Student levels are monitored by our Behaviour Management Teacher Aide and the movement of students is reviewed by all staff at least once a term. Level are shown in the table below.

Note: The Behaviour Management Committee reviews student behaviour levels each term.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>REASONS FOR BEING ON THIS LEVEL</th>
<th>ACTION</th>
<th>MOVEMENT FROM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green</strong></td>
<td>It is our expectation that all students accept responsibility for their behaviour at this level in accordance with the school’s Behaviour Code. All students are assigned this level when they come to Miles State School and at the start of each school year.</td>
<td>Students are eligible for positions of captains and student councillors</td>
<td>2 Detentions or 4 Buddy Classes – drop to Orange</td>
</tr>
<tr>
<td></td>
<td>Student behaviour include the following:</td>
<td>Eligible for school sport, excursions and social events</td>
<td>Classroom Withdrawal – automatically drop to Orange</td>
</tr>
<tr>
<td></td>
<td>* Generally follows school and class rules</td>
<td></td>
<td>Suspension &amp; extreme behaviour automatically drop to Red</td>
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<td></td>
<td>* Cooperates with and helps others</td>
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<tr>
<td></td>
<td>* Displays courteous and respectful behaviour</td>
<td></td>
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<tr>
<td></td>
<td>* Displays acceptable classroom effort</td>
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<td></td>
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<tr>
<td></td>
<td>* Takes care of school and personal property</td>
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</tr>
<tr>
<td><strong>Orange</strong></td>
<td>Students at this level have not accepted their responsibilities</td>
<td>Loss of offices of responsibility eg. Sports Captain</td>
<td>2 Detentions or 4 Buddy Classes – drop to Red</td>
</tr>
<tr>
<td></td>
<td>Student behaviour may include:</td>
<td>May be excluded from extra curriculum activities eg. Excursions, social activities including camps at the discretion of the principal</td>
<td>School will create individual plans/programs to monitor and support student return to Green.</td>
</tr>
<tr>
<td></td>
<td>* Inappropriate behaviour as determined by the school and class rules with a combination of classroom detentions playground detentions or buddy classes. Examples include:</td>
<td>May have an Individual Responsible Behaviour Plan</td>
<td></td>
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<tr>
<td></td>
<td>* Evidence of bullying/harassment of other students</td>
<td>May be removed from some student contact</td>
<td></td>
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<tr>
<td></td>
<td>* Persistent disruption and disobedience</td>
<td>Failure to improve behaviour could result in the student being placed on Red level</td>
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<td></td>
<td>* Dangerous behaviour</td>
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<td></td>
<td>* Failure to comply with ‘hands off’ policy</td>
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<td></td>
<td>* Inappropriate behaviour on the bus or in the bike shed</td>
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<tr>
<td></td>
<td>* Repeated uncompleted work</td>
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<td></td>
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<tr>
<td></td>
<td>* Inappropriate behaviour on school outings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Red</strong></td>
<td>Students at this level have committed a significant breach of Students’ Rights and Responsibilities. This behaviour is a more serious or persistent discipline problem.</td>
<td>Students will be required to give up any office of responsibility</td>
<td>School will create individual plans/programs to monitor and support student return to Orange.</td>
</tr>
<tr>
<td></td>
<td>Student behaviour may include:</td>
<td>Students may be placed on an Individual Behaviour Support Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Repeated Orange level behaviours</td>
<td>May be excluded from extra curriculum activities eg. excursions, social activities including camps at the discretion of the Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Multiple time-out/detention offences</td>
<td>Suspension from school may result</td>
<td></td>
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<tr>
<td></td>
<td>* Physical assault</td>
<td>Involvement of Guidance Officers may result</td>
<td></td>
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<tr>
<td></td>
<td>* Verbal abuse or offensive language</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>* Major disregard of the property of others</td>
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<tr>
<td></td>
<td>* Theft</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>* Dangerous behaviour which could lead to injury</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>* Substance abuse</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>* Moral offences</td>
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<td></td>
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<tr>
<td></td>
<td>* Persistent bullying/harassment</td>
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</tr>
</tbody>
</table>

Note: Two Buddy Classes equal one Detention.

**Communication with Parents in regards to Behaviour**

Teachers responsible for giving a student a Buddy Class or Detention will contact parents/carers to explain the behaviour consequence. If verbal contact cannot be achieved, a letter will be sent. Parents/carers will be notified of serious incidents by the Principal.

Classroom teachers will be notified of any behaviour and consequence given.
Miles State School Gotchas
Staff members hand ‘Gotcha’ certificates out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a ‘Gotcha’. When students are given a ‘Gotcha’ they drop the card in ‘Gotcha Box at the School Office.

Each Friday the Principal randomly chooses 4 Gotcha Winners from the box and they are invited to the Principal’s Office for a discussion on positive behaviour and to select a prize from the prize box. Gotchas are never removed as a consequence for problem behaviour.

RESPONDING TO UNACCEPTABLE BEHAVIOUR
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour
When 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.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Mile State School makes use of the ‘Essential Skills for Classroom Management’ publication to deal with low level and infrequent problem behaviour.

Behaviour Notifications to Parents
When students receive a Buddy Class Referral and / or Detention parents will be contacted by a staff member at the time of the behavioural event. This will be followed by a letter outlining the behaviour and consequence given. These are completed and mailed Friday afternoons.

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

Students within this program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support through the Behaviour Tick Sheet and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after participation in the Behaviour Tick Sheet program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Behaviour Support
Miles 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. The Intensive Education Support Team:
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Management Team to achieve continuity and consistency.

5. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR
Miles State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The recording of three minor behaviours constitutes a major behaviour.
MINOR AND MAJOR BEHAVIOURS
When responding to problem behaviour the staff member first determines if the problem behaviour is major
or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members and administration at the time it happens,
  including Buddy Class referral and Detention
- **Major** problem behaviour is referred directly to the Principal

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

Minor problem behaviours may result in the following consequences:
- a minor consequence is logically connected to the problem behaviour. This may include: complete
  removal from an activity or event for a specified period of time, partial removal (time away), individual
  meeting with the student, apology, teacher supervised detention for work completion, formal
  detention or loss of privileges
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

The Consequence Triangle gives a visual representation of the steps taken to redirect unacceptable behaviour.

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major
problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student
of expected school behaviour. The staff member then fills out the office referral form and escorts the student
to Administration.

Major problem behaviours may result in the following consequences:
- Level One: Time in office, removal to withdrawal room, alternate lunchtime activities, loss of
  privilege, restitution, loss of break times, warning regarding future consequence for repeated
  offence
  AND/OR
- Level Two: Parent contact, referral to Guidance Officer, referral to the Principal, suspension from
  school
- Level Three: Students who engage in very serious problem behaviours such as major violent
  physical assault, or the use or supply of weapons or drugs can expect to be recommended for
  exclusion from school following an immediate period of suspension.

*Student Disciplinary Absences are to be used at the discretion of the Principal and after
consideration has been given to all other responses.*
The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| Movement around school | • Running on concrete or around buildings  
                             • Running in stairwells  
                             • Not walking bike in school grounds | • Throwing objects  
                             • Possession of weapons |
| Play               | • Incorrect use of equipment  
                             • Not playing school approved games  
                             • Playing in toilets | • Serious physical aggression  
                             • Fighting |
| Physical contact   | • Minor physical contact (eg: pushing and shoving) | • Serious physical aggression  
                             • Fighting |
| Correct Attire     | • Not wearing a hat in playground  
                             • Not wearing shoes outside | • Possession or selling of drugs |
| Other              | • Incorrect use of equipment  
                             • Not playing school approved games  
                             • Riding bike in school grounds | • Serious physical aggression  
                             • Fighting |
| Class tasks        | • Not completing set tasks that are at an appropriate level  
                             • Refusing to work | • Leaving class without permission (out of sight)  
                             • Leaving school without permission |
| Being in the right place | • Not being punctual (eg: lateness after breaks)  
                             • Not in the right place at the right time. | • Leaving class without permission (out of sight)  
                             • Leaving school without permission |
| Follow instructions | • Low intensity failure to respond to adult request  
                             • Non compliance  
                             • Unco-operative behaviour | • Low intensity failure to respond to adult request  
                             • Non compliance  
                             • Unco-operative behaviour |
| Accept outcomes for behaviour | • Minor dishonesty | • Major dishonesty |
| Rubbish            | • Littering | • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation |
| Mobile Phone       | • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) | • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation |
| Language           | • Inappropriate language (written/verbal)  
                             • Calling out  
                             • Poor attitude  
                             • Disrespectful tone | • Offensive language  
                             • Aggressive language  
                             • Verbal abuse / directed profanity |
| Property           | • Petty theft  
                             • Lack of care for the environment | • Stealing / major theft  
                             • Wilful property damage  
                             • Vandalism |
| Others             | • Not playing fairly  
                             • Minor disruption to class  
                             • Minor defiance  
                             • Minor bullying / harassment | • Major bullying / harassment  
                             • Major disruption to class  
                             • Blatant disrespect  
                             • Major defiance |
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
At Miles 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.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. EMERGENCY OR CRITICAL INCIDENT RESPONSES

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

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

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
Avoid escalating the problem behaviour
(Avoid shouting,cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

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).

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).

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

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

Appropriate physical intervention may be used to ensure that Miles 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 more forceful restraint.

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
- the underlying function of the behaviour.

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.

Record keeping
7. NETWORK OF STUDENT SUPPORT
Students at Miles State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- School Based Police Officer

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

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

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

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

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

9. RELATED LEGISLATION

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. RELATED POLICIES

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
11. SOME RELATED RESOURCES

- Bullying No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Effective Date: 1 January 2009 – 31 December 2013
Reviewed in June 2015
THE USE OF PERSONAL TECHNOLOGY DEVICES* AT SCHOOL

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras, phones or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

PERSONAL TECHNOLOGY DEVICE ETIQUETTE

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and kept in the student’s school bag. Alternatively the device can be handed to a responsible adult for safe keeping.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Miles State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording Private Conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*
Appendix 2

PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)

**Purpose**

1. Miles State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Miles State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Miles State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Miles State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

**Rationale**

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Miles State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
• Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
• All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Miles State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Miles State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.