



The Code of School Behaviour

Better Behaviour
Better Learning

Miami State High School

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

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

The Code of School Behaviour promotes a collaborative learning environment, where students and teachers work together towards the achievement of high standards of personal performance, achievement and behaviour.

Miami State High School's Responsible Behaviour Plan for Students is based on the Code of School Behaviour and incorporates the following processes and best practices documented in the National Safe Schools Framework,

- Encourages students to identify themselves as active and valued members of our school and the wider community.
- Embraces practices that are proactive rather than reactive.
- Develops partnerships through our motto "Learning Through a Team Effort", between students, parents/carers and staff.
- Embraces the National Framework for Values Education in Australian Schools.
- Expects high standards of responsible self-determined behaviour.

2. Consultation and data review

This behaviour plan has been developed and refined over a number of years in consultation with the Parents and Citizens Association, Heads of Department and teaching staff. All behaviour data is reviewed on a semester basis annually and adjustments to the plan made accordingly.

3. Learning and behaviour statement

Use of appropriate social skills enabling positive communication and working partnerships with others is a necessary prerequisite for life-long learners. Miami High School believes that the teaching of positive behaviour is achieved when the learner takes responsibility for their actions and attitudes.

We believe:

- All students have the right to learn in a safe and non-threatening environment.
- All students have the right to learn appropriate social behaviour
- Students are responsible for their own behaviour
- Appropriate behaviour should be reinforced
- Inclusive and engaging curriculum is the key to facilitate student learning

The school's beliefs are originally based on the Responsible Thinking Process (RTP) and Perceptual Control Theory. Students are encouraged to make appropriate choices. It is the teacher's role to support students to make appropriate choices. Teachers achieve this through positive classroom management techniques, class responsible behaviour plans, individual responsible behaviour plans and application of the Responsible Thinking Process.



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

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

• Universal behaviour support

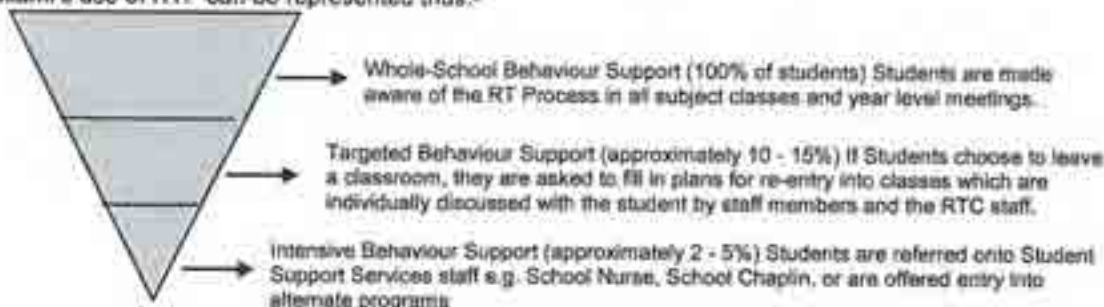
Our whole school approach is based on the use of the RTP questions:

- What are you doing?
- What should you be doing? / What are the rules?
- What happens when you break the rules?
- Is that what you want to happen?
- Where do you want to be now?
- What will happen if you choose to disrupt again?

We believe RTP shapes, supports and recognises appropriate behaviours in all students. When students display disruptive behaviour and attend the Responsible Thinking Classroom (RTC), they receive support to devise an individual student plan to re-enter the class.

Completed plans are negotiated with the teacher in a non-threatening, positive learning situation and are signed after reaching mutual agreement.

Miami's use of RTP can be represented thus:-



• Targeted behaviour support

Our whole school approach to responsible behaviour monitors students learning through the use of RTP levels, which are indicators for further actions in supporting students at each level of their socialisation process.

Timely intervention on some occasions is required with parent and class teachers present. This intervention will normally occur when students reach RTP Level 5. For a variety of reasons, some of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

• Intensive behaviour support

Data from the RTC will highlight students who require intensive behaviour support that requires individual approaches e.g.

- Intervention Meetings
- Case Conferencing
- Use of Case Manager involvement e.g. Year Coordinator to implement a procedural plan to address issues arising from intervention meetings, case conferencing or student's inability to comply.



The Code of School Behaviour

Better Behaviour
Better Learning.

Miami High School recognises the following behavioural concerns to be monitored during student learning of Responsible Behaviour within the school environment. This is recognized as those places and times involving student learning in both formal settings e.g. the classroom, and non-formal extended activities whilst the student is wearing the school uniform or is representing the school in public in any capacity, such as at school sporting events, performing arts events, excursions or in transit to and from school and home.

Effective behaviour support includes:

- creation of a positive whole school culture
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development, education or training for all members of the school community
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.

5. Emergency responses or critical incidents

The steps that will be taken following the need for an emergency response or critical incident will depend on the nature of the critical incident and the urgency of the critical response. The school has developed a number of procedures that may come into effect, namely:

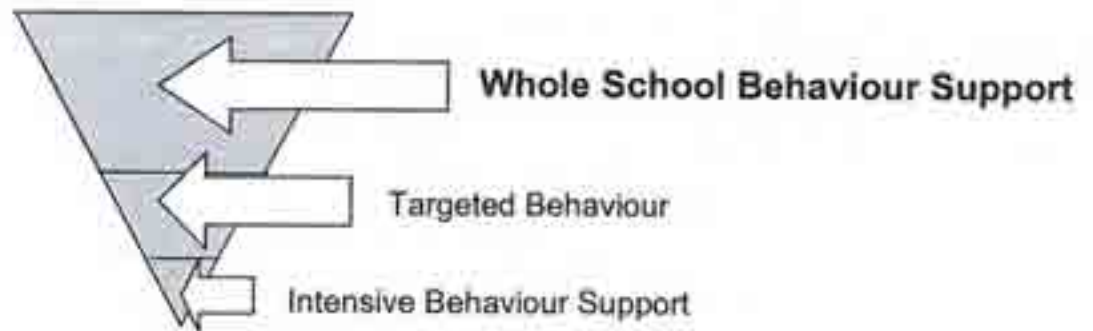
- The School Critical Incident Plan
- The School Containment Procedure
- The School Evacuation Procedure



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6. Consequences for unacceptable behaviour

WHOLE SCHOOL BEHAVIOUR SUPPORT



All teachers will provide whole school behaviour support through a range of micro skills development in their teaching practice. We believe this proactive approach will minimise teacher referrals to the RTC enable students to make choices

However, when these strategies are ineffective, the following chain of referral applies.

Incident	Responsible Officer	Maximum Consequence
Disruption Ask RTC questions Disruption Referral to RTC Orange referral form	Teacher	Choose to make a plan Negotiate the plan with the teacher Return to class with purple card.
Non Participation in the school's education program	Teacher Head of Department	Intervention with Head of Department



The Code of School Behaviour

Better Behaviour
Better Learning

When students choose inappropriate behaviour they are asked the first RTP question "What are you doing?"

When students choose to re-offend after the first RTP question has been asked, likely consequences are:

Responsible Behaviour	Breaches of Code	Referred to	Likely Consequence(s)
1. Non-disruptive behaviour	Not following obvious teacher instructions in a manner that disrupts class learning	RTC/SSC	RTC Levels SMS text to Parents
2. Preparedness for learning	Not bringing correct equipment or learning resources. Late to class.	HOD	Curriculum card, monitoring, Parent notified OneSchool Entry RTC Levels
3. Own learning	Not on task, causing no disruption	HOD	Curriculum card, monitoring, Parent notified OneSchool Entry
4. Others' rights	If the offence causes disruption in class it is a RTC concern. If the level is above simple disruption, i.e. the event causes safety concerns, refer to HOSS.	RTC/SSC	RTC Levels OneSchool Entry
5. Safety of Others	Minor breaches are usually a disruption to learning and should be asked the questions. Major offences should be referred to HOSS.	RTC/SSC	RTC Levels
6. Support others' achievements	Usually a negative remark, which is often a disruption to learning.	RTC/SSC YR COORD	RTC Levels Curriculum Card
7. Express opinions non-aggressively	Usually a disruption to learning/not following teacher instructions/challenging teacher or student. Judge level of severity.	RTC/SSC YR COORD ADMIN	RTC Levels Curriculum card
8. Others' property	Usually doesn't cause a disruption to learning directly. However if the student does not follow directions – it is an RTC issue. Major offences refer to Admin.	SSC ADMIN	RTC Levels
9. Care for school environment	Usually an Admin referral	ADMIN	RTC Levels
10. Awareness of school policies	Where breaches cause a disruption to class, ask the questions. Continual and severe issues refer to Year Coordinator or Admin	RTC/SSC YR COORD	RTC Levels Curriculum card
11. Personal appearance	Remind student of the school rules. Report to Year Coordinator. Continual referral to Admin	YR COORD ADMIN	Parent Contact Sent home
12. Enhance public perceptions	Minor offences refer to the RTC Major offences refer to Admin	RTC ADMIN	RTC Levels
13. Adherence to the Code of School Behaviour	We are all responsible for teaching students to take more responsibility for their behaviour. The Responsible Behaviour Plan is a teaching/learning process that maximizes learning and encourages parental involvement and communication with the school.	RTC/SSC YR COORD HOD ADMIN	

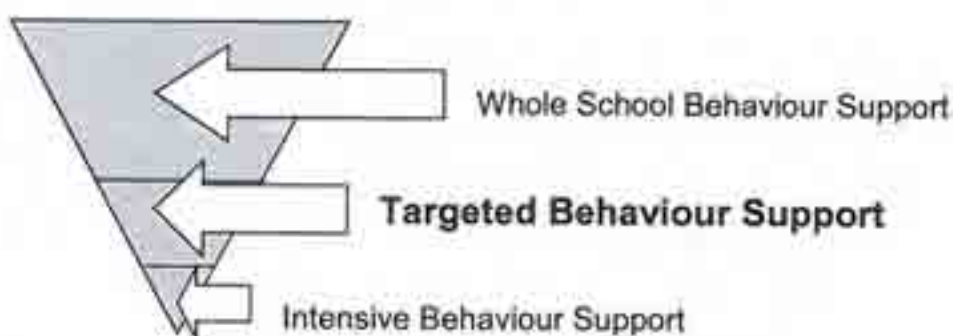
Legend: SSC - Student Support Coordinator HOD - Head of Department
 RTC - Responsible Thinking Classroom YR COORD - Year Coordinator



The Code of School Behaviour

Better Behaviour
Better Learning

TARGETED BEHAVIOUR SUPPORT



Miami State High School recognises the role of parents as important for an effective and coordinated approach that encourages students to demonstrate appropriate behaviour. If for any reason the student chooses inappropriate behaviour, the following chain of referral applies.

Behaviour	Maximum Consequence*
<ul style="list-style-type: none"> • Disruption reaches level 8 on RTC • Non participation in the Education Program • Inappropriate/disrespectful behaviour toward others of a verbal, sexual, physical, aggressive, or indecent nature • Inappropriate language or actions towards staff or other students • Inappropriate use of electronic devices and/or media to harass, intimidate or bully others • Use of and/or possession of alcohol • Repeated incidents of smoking (junior school) • First incident of smoking (senior school) • Inappropriate use of the school's IT • Repeated truancy • Disrespect or theft of others or school property • Throwing any object in the vicinity of other members of the school community • Deliberate disobedience of teacher instruction or the schools Code of Behaviour 	1-5 day Suspension
<ul style="list-style-type: none"> • Repeated incidents of inappropriate targeted behaviour • Repeated 1-5 day suspensions 	6-20 day Suspension Exclusion Cancellation

* Maximum consequence means the most severe disciplinary outcome that may result from an identified misbehaviour. The term does not mean that the most severe disciplinary outcome will result in all cases.

Consideration of Individual Circumstances

Ultimately, the severity of disciplinary outcomes is determined by the school Principal based on an assessment of the totality of the alleged misbehaviour, the consequences of the said misbehaviour and the students personal circumstances (including their behaviours history).



The Code of School Behaviour

Better Behaviour
Better Learning

Time Out

- Use Time Out:
 - as strategy for students to manage their own behaviour
 - in order to assist a student in calming down process
 - as strategy to reduce the frequency of a particular behaviour
- consider using as one of a range of options
- include procedures as part of the school's Responsible Behaviour Plan for students and/or as part of student's individual plan, including identification of situations or conditions where use of time out is and is not appropriate
- ensure all staff, students and parents are aware of the appropriate use of and procedures for time out
- ensure emergency procedures are in place for students 'out of class'
- review use of time out regularly
- follow specific processes for Time Out

Physical Restraint

- use physical restraint:
 - as an immediate or emergency response
 - as part of student's individual plan, including prevention of self-harming behaviours
 - when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
 - after considering welfare of student, staff and other students
 - with such force as is reasonable under the circumstances
 - in conjunction with teaching and reinforcement of alternative appropriate behaviour
- when developing strategies to deal with situations involving use of physical restraint:
 - use risk management procedures
 - follow procedures in accordance with Code of Conduct and
- follow procedures in accordance with Student Protection
- consider any issues that might exacerbate the situation such as:
 - body language, tone of voice or facial expressions
 - student's sensitivity to sounds or touch
 - student's methods of communication
- assume calm demeanour to avoid escalating student's behaviour
- maintain appropriate observation or monitoring of student during and after incident of physical restraint
- follow specific processes for
 - Physical Restraint – Immediate or Emergency Response
 - Physical Restraint – Planned Response Including Prevention of Self-Harming Behaviours (individual plan)

Levels within the Responsible Thinking Process (RTP)

The Responsible Thinking Process uses a system of levels for repeat inappropriate behaviour.

Why levels?

- Levels assist the student to self-monitor their progress by feedback directly to the student who is better able to judge their current behaviour position within the school environment.
- Levels impact as consequence, yet are non-threatening.
- Students are encouraged to "own" the level they are on, through positive support that fosters meaningful re-entry plans.
- Levels encourage students to develop communication and negotiation skills.
- Lowering levels supports positive, appropriate behaviour.



The Code of School Behaviour

Better Behaviour
Better Learning

Following is the support structure for students who have not followed the acceptable expectations by choosing continued disruptive behaviour in a learning situation.

A student's level will increase by one level each time they visit the RTC.	0	All students start at this level	Once in the Responsible Thinking Classroom (RTC) students are invited to write a plan. This plan outlines the inappropriate behaviour in the class preceding the visit to the RTC, and includes an action plan for re-entry into the period for that class. This is written by the student in consultation with the RTC support staff, to help the student decide on a course of action addressing the inappropriate behaviour. Once complete the student takes the plan to the particular teacher and negotiates the plan in a non-threatening way. Once teacher and student are in agreement, the plan is signed by the teacher and the student is able to return to the class. The student is given the chance to display learned appropriate social behaviour by following the agreed plan.
	1	SMS text sent to parents	
2	SMS text sent to parents		
To reinforce positive behaviour, a student's level will decrease by one (1) after each week (i.e. 5 RTC free days) of not choosing the RTC.	3	Text sent home to parents Year Coordinator informed	
	4	SMS text sent to parents. Year Coordinator informed and pre-intervention occurs between Year Coordinator and student	
	5	SMS text sent to parent Year Coordinator informed SSC* will arrange an intervention meeting with parents, teachers and other relevant staff.	
	6	SMS text sent to parents	
	7	SMS text sent to parents, relevant Deputy Principal and Year Coordinator informed	
	8	Text sent home to parents. Deputy Principal informed and suspension occurs	

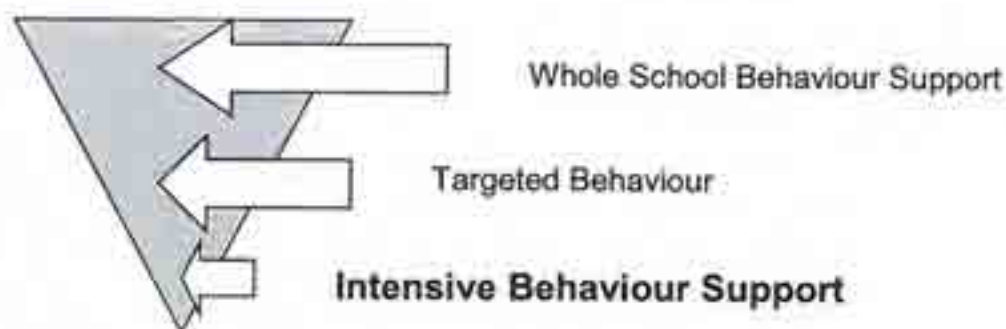


The Code of School Behaviour

Better Behaviour
Better Learning

7. Network of student support

INTENSIVE BEHAVIOUR SUPPORT



At this level of support, Miami State High School recognises the role of parents as integral to an effective and coordinated case managed approach; to encourage students reach identified behaviour patterns. If for any reason the student chooses the following inappropriate behaviour, the associated chain of referral applies.

Behaviour	Maximum Consequence *
<ul style="list-style-type: none"> Behaviour that poses an unacceptable risk to the safety or wellbeing of other students, staff or other members of the school community, (including but not limited to bullying, fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school activities, use of internet or electronic media/devices to abuse or denigrate) Behaviour that interferes with the property of the school or others of the school (including but not limited to vandalism, graffiti, willful damage, theft etc.) Possession of certain inappropriate things or weapons (including but not limited to knives of any type, sharp objects, knuckle dusters, sting shots, firearms or replicas thereof, fire crackers (explosives) etc.) Inappropriate use, possession, supply of intoxicating substances and/or utensils (including but not limited to illegal drugs or illegal drug implements, alcohol, paint, glue, prescription medicine etc.) Serious behavior or action in a private capacity that is prejudicial to the good order and management of the school Habitual misconduct/disobedience or other conduct prejudicial to the good order and management of the school (includes repeated breaches of the school's behaviour plan) 	Permanent Exclusion (while this outcome may not be given in all cases, it is the likely outcome for the behaviours indicated left).

* Maximum consequence means the most severe disciplinary outcome that may result from an identified misbehaviour. The term does not mean that the most severe disciplinary outcome will result in all cases.



The Code of School Behaviour

Better Behaviour
Better Learning

When a student continually refuses to abide by the School's Code of Conduct the following support processes and programs might be instigated.

These include:

- Referral to Student Support Services e.g. Chaplain, School Nurse, Guidance Officer, Youth Pathways Officer, Youth Support Coordinator
- HOD/Administration depending upon the student and circumstances.
- Appointment of a Case Manager
- Intense counselling sessions with the school's Guidance Officer
- Individual Behaviour Improvement Plan (BIC)
- Appointment of adult/student mentor at school to provide positive communication and strategies with student e.g. class teacher as identified by student
- Development of a safe area for the student to use if anger is an issue – e.g. RTC.
- Out of school programs – e.g. Industry Liaison Officer
- Behaviour Monitoring Card (BMC)

8. Consideration of individual circumstances

Ultimately, the severity of disciplinary outcomes is determined by the school Principal based on an assessment of the totality of the alleged misbehaviour, the consequences of the said misbehaviour and the students personal circumstances (including their behaviours history).

9. Related legislation

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

10. Related departmental procedures

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



The Code of School Behaviour

Better Behaviour
Better Learning

11. Some related resources

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

Endorsement


Principal


P&C President or
Chair, School Council

Principal's Supervisor

Date Effective

From 1 July 2013 to 30 June 2016.