Miallo State School

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

Purpose
Miallo 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.

Miallo State School is a School Wide Positive Behaviour school.

Learning and behaviour statement
All areas of Miallo 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 Miallo 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 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.
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 Miallo we emphasise the importance of explicitly 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 three 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>
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<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
</tr>
<tr>
<td><strong>CLASSROOM</strong></td>
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<tr>
<td><strong>PLAYGROUND</strong></td>
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<tr>
<td><strong>WALKWAYS</strong></td>
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<tr>
<td><strong>TOILETS</strong></td>
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<tr>
<td><strong>BUS LINES/BIKE RACKS</strong></td>
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</tbody>
</table>

- **BE RESPECTFUL**
  - Use equipment appropriately
  - Keep hands, feet and objects to yourself
  - Help the school keep orderly
  - Look after your property and the property of others
  - Treat others how you would want to be treated
  - Walk
  - Sit ready to listen
  - Take care of yourself
  - Listen with an intent to learn
  - Be honest
  - Invite others to join in
  - Share materials/equipment
  - Take good care any equipment you use
  - Use positive language
  - Walk quietly and orderly so that others are not disturbed
  - Move peacefully in single or double file
  - Respect privacy of others
  - Clean up after yourself
  - Be hygienic
  - Line up when bell rings
  - Inform school of changes
  - Be respectful of the staff member on duty
  - Be respectful of other students in line

- **BE A LEARNER**
  - Be an active participant
  - Be accountable for your choices
  - Be responsible for your learning
  - Be a team player
  - Be honest
  - Take care of yourself
  - Listen carefully
  - Be involved
  - Be a problem solver
  - Think before acting
  - Share play spaces
  - Report issues to a teacher on duty
  - Return to class promptly
  - Walk directly to intended destination
  - Be on time
  - Use toilets during breaks
  - Have your name marked on the bus roll
  - Leave school promptly
  - Be on time
  - Report issues

- **BE SAFE**
  - Respect others’ personal space and property
  - Care for equipment
  - Clean up after yourself
  - Use polite language
  - Keep calm in line
  - Raise your hand to speak
  - Respect others’ right to learn
  - Enter and exit rooms calmly
  - Be a good listener
  - Maintain personal space
  - Participate in school approved games
  - Be sun safe; wear a broad brimmed hat
  - Keep body to self (hands and feet to yourself)
  - Rails are for hands
  - Walk one step at a time
  - Carry items
  - Keep passage ways clear at all times
  - Look out for other people while walking
  - Use toilets for its intended purpose
  - Follow toilet procedures
  - Return to class promptly
  - Be waterwise
  - Have your bus pass ready
  - Use own bike/scooter only
  - Walk bike/scooter to the gate
  - Wait inside the gate until the bus stops
  - Place bag in bus line
  - Wait for instructions of Crossing Supervisor

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 Assemblies and during active supervision by staff during classroom and non-classroom activities.
Proactive, Preventative and Positive Systems

Miallo State School implements the following proactive, positive and preventative processes and strategies to support student behaviour:

😊 **Student of the Week:** All students demonstrate qualities that can be rewarded (academic, social, problem solving, honesty, sportsmanship and so on). The Student of the Week Award is awarded by the classroom teacher and presented at our weekly parade. Recipients have their photo taken for the following week’s newsletter.

😊 **Exemplary Behaviour Awards:** Exemplary Behaviour Awards are given out on parade at the end of each term. Recipients are chosen by the class teacher and students receive a certificate and a prize, and have their names published in the following newsletter.

😊 **Attendance Awards:** Attendance awards are given out at the end of each semester to students with excellent attendance.

😊 **Sharing** positive behaviour stories in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.

Reinforcing expected school behaviour

At Miallo 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.

Responding to unacceptable behaviour

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

Consequences for unacceptable behaviour

Miallo 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.

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 behaviours may result in the following consequences:

- a minor consequence 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.

**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:

- 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 parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school.
- students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs may be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
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</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects with intent to hurt or damage</td>
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<tr>
<td></td>
<td>• Running in stairwells</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>• Incorrect use of equipment</td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td></td>
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<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
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<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Possession or selling of drugs</td>
<td></td>
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<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td></td>
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<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
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<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td></td>
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<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
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<tr>
<td>Mobile Phone</td>
<td>• Mobile phone switched on in any part of the school at any time</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
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<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
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<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
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<tr>
<td></td>
<td>• Vandalism</td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / harassment</td>
<td>• Major defiance</td>
</tr>
</tbody>
</table>
MP3 Players, ipods and Mobile Phones

These personal technology devices are not encouraged at 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 out of sight once students have entered the school gate. Personal technology devices may be used after school on the bus once they have left the school gate.

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 Miallo 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.

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\(^1\) 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.

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,

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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 Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberries®, 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.

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

Purpose
1. Miallo 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 Miallo 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 Miallo 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 Miallo 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 Miallo 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 3 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 Miallo 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. Miallo 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.
MIALLO STATE SCHOOL
School Wide Positive Behaviour Flowchart

**POSITIVE STUDENT BEHAVIOUR**

**CLASSROOM**
Positive behaviour reinforced with appropriate feedback and comments in the form of
- Praise
- Stickers/stamps
- Class awards/certificates
- Prizes

**WHOLE SCHOOL**
Positive behaviour reinforced with appropriate feedback and comments in the form of
- Praise
- Parade
- Rewards/special prizes
- Letters

**DISREGARD FOR SCHOOL BEHAVIOUR MANAGEMENT PLAN (BMP)**

**DISRUPTIVE BEHAVIOUR**
Note: The individual circumstances of each situation to be taken into account when applying consequences

**CLASSROOM**
During class activities

**SERIOUS INFRINGEMENT OF CLASS RULES OR BMP**
Withdrawal of student, involving **one or more** of the following:
- Principal Withdrawal
- Contact SWPB Committee member or Guidance Officer
- Contact parent/carer
- In-school suspension
- Modified timetable
- Individual behaviour support plan
- Alternative program
- Negotiated community service between relevant parties
- Re-entry procedure

**WHOLE SCHOOL**
Playground Activities

**TIME OUT (IN OWN CLASSROOM)**
Self Appraisal Sheet Completed

**TIME OUT (IN ANOTHER CLASSROOM)**
Self Appraisal Sheet Completed

**REFLECTION ROOM**
Reflection Sheet competed and sent home

**1 – 5 DAY SUSPENSION OR ALTERNATIVE PROGRAM**
Involves re-entry procedures to return to school

**6 - 20 DAY SUSPENSION**
Involves re-entry procedures to return to school

**EXCLUSION**