



Logan Reserve State School

Student Code of Conduct 2020-2023

Every student succeeding

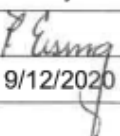

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Penny Eising
Principal Signature:	
Date:	9/12/2020
P/C President Name:	Stephen Dryden
P/C President and-or School Council Chair Signature:	
Date:	9/12/2020

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Purpose

Logan Reserve State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Logan Reserve State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Learning and Behaviour Statement

All areas of Logan Reserve 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 Student Code of Behaviour outlines our system for facilitating positive behaviour, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are explicit to everyone, assisting Logan Reserve 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.

The school expectations our community has identified to teach and promote to maintain high standards of behaviour are described in the 'Whole School Approach to Discipline' section of this document.

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than the Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level have the following components as part of the focus:</p> <ul style="list-style-type: none"> a clear connection between the skills taught in the interventions and the school-wide expectations. interventions which require little time of classroom teachers and are easy to sustain variations within each intervention are limited interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> PREVENT problem behaviour TEACH the student an acceptable replacement behaviour REINFORCE the student’s use of the replacement behaviour MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p>

<p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

Staff at Logan Reserve State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Logan Reserve State School staff consider the individual circumstances of students when responding to behaviour and teaching behaviour by:

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying 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 student's age, gender, disability, cultural background, socioeconomic situation, mental health & wellbeing, and trauma history
- 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 socioeconomic situation and
 - Receive adjustments appropriate to their learning and / or impairment needs

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

Consequences may vary according to a number of other factors including:

- Age of the child
- Individual circumstances
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation

- Intent of the action
- Honesty and perceived level of genuine remorse

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

Student Wellbeing

Logan Reserve State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life. Please see Appendix A for a copy of the Logan Reserve State School Learning & Wellbeing Framework.

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Logan Reserve State School, we provide age-appropriate social and emotional learning through the HPE key learning area. Throughout the year, specific topics such as cybersafety, bullying, kindness and respectful relationships are embedded in lessons, and provided to all students.

Policy and expectations

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

Specialised health needs

Logan Reserve State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Logan Reserve State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Logan Reserve State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

Logan Reserve State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Logan Reserve State School staff who notice suicide warning signs in a student should seek help immediately from the Principal and school guidance officer or Deputy Principal. Additional regional staff such as the senior guidance officer may provide assistance to the school support team.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Logan Reserve State School staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Logan Reserve State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Logan Reserve State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network – Student Learning EngagementTeam

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

Students at Logan Reserve State School are supported through a system of universal, targeted and intensive supports by:

- Administration Staff
- Guidance Officer
- Head of Student Learning Engagement Team
- Student Learning Engagement teachers

There are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. School staff may involve regional and statewide services when required.

For more detailed information about local community support services, please visit [Logan City Council Street Service Guide](#) or [Ask Izzy](#) or [OnePlace](#).

Whole School Approach to Discipline

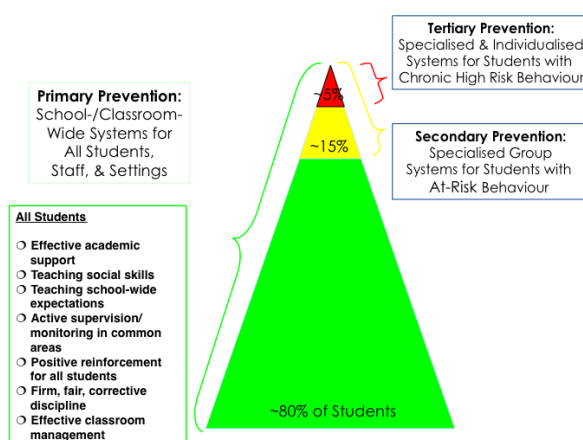
Logan Reserve State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including off-campus activities such as excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices

The essential features of PBL implementation are:

- Administration support and participation
- Statement of purpose and common approach to discipline
- Clearly defined expected behaviours
- Procedures for teaching and practicing expected behaviours
- Procedures for encouraging expected behaviours
- Procedures for discouraging problem behaviours
- Procedures for record-keeping and decision-making.



The Essential Features of PBL target all students in Primary Prevention. At Logan Reserve State School, students are supported across all three levels of intervention. The PBL team focuses on Tier 1 or Primary Prevention Systems, practices and data. The Strive team focuses on Tier II and Tier III (Secondary and Tertiary Prevention) systems.

At Logan Reserve State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Logan Reserve State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

The PBL team, through the team Coach, has access to ongoing PD provided by the regional co-ordinators, and is required by the region to provide updates (via the Coach) about the team's progress. The PBL team has a budget for ongoing PBL implementation and reports to staff at staff meetings about ongoing activities and behaviour data.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, to be:

- **Learners**
- **Respectful** to self, others and environment
- **Safe**
- **Strive** to always to our best



Students

A set of behavioural expectations in specific settings has been developed for each of the four school expectations. The Schoolwide Expectations Teaching Matrix in Appendix B outlines our agreed rules and specific behavioural expectations in all school settings.

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

- Discussion and exploration of expectations on school assemblies
- Reinforcement of learning from assembly in classroom behaviour lessons by classroom teachers
- Active supervision by staff during classroom and nonclassroom activities
- Behaviour workbooks e.g Gotcha Book, Behaviour Workbook

Parents & Carers

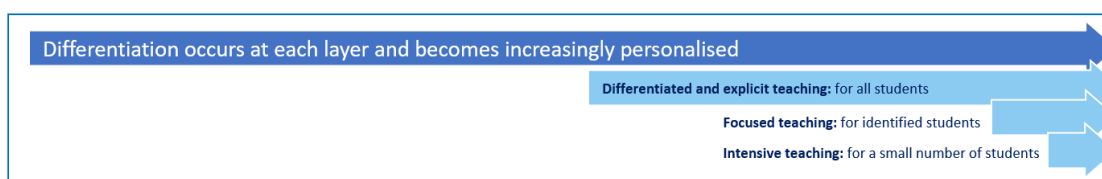
A matrix of parent and carer behaviours that help students to uphold the expectations of the school is also included in Appendix C.

Differentiated and Explicit Teaching

Logan Reserve State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Logan Reserve State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



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

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Logan Reserve, we emphasize the importance of directly teaching students the behaviours we expect them to demonstrate at school. Each week, an expectation is highlighted and discussed on assembly. Each class teacher will teach a planned lesson to complement the highlighted rule for the week. The highlighted expectation for the week is decided on by the PBL committee in response to current behaviour data trends, as well as through a yearly whole-school Scope & Sequence. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour by each class teacher, responding to specific behaviour data for their cohort. Data is presented to staff at staff meetings.

Logan Reserve State School staff implement the following proactive and preventative processes and strategies to support student behaviour:

- Lesson plans
- Behaviour goal setting
- Section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- PBL team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Individual plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support those students consistently across all classroom and non-classroom settings
- Professional Development for teaching and non-teaching staff on specific behaviour strategies
- Duty procedures for staff for the playground, bus duty, bottom gate
- Development of specific policies to address:
 - Temporary Removal of Student property – see page 19
 - The Use of Mobile Phones and Other Devices by Students– see page 20
 - Preventing and Responding to Bullying – see page 22
 - Appropriate Use of Social Media – see page 27

Reinforcing Expected School Behaviour

At Logan Reserve, 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 acknowledgements and rewards.

At Logan Reserve, our reinforcement system contains 3 elements:

- Immediate reinforcers e.g. Gotchas
- Medium-term reinforcers e.g. certificates, postcards, badges
- Long-term reinforcers e.g. Principal's Morning Tea, behaviour levels

Periodically, the specific types of reinforcers offered to students are reviewed by the PBL team to reflect behaviour data and maintain student engagement.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success. Each year, a small number of students at Logan Reserve are identified through our data as requiring extra assistance and support in the way of targeted behaviour support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviour may put these student's learning and social success at risk if not addressed in a timely manner.

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

Students may be referred to the STRIVE team if they are having ongoing difficulty with following the school rules. These children may be assisted with the development of behaviour specific goals. They attend their normal scheduled classes and activities with appropriate adjustments if required. However, they may have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out with support personnel, and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the learning program through academic support, adult mentoring or intensive social skills training. This support may include daily communication with parents or carers, reflecting the importance of the educational partnership between home and school.

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

Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

At Logan Reserve State School, we recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Learning Engagement 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
- Works with all staff to achieve continuity and consistency
- Co-ordinates referrals to Alternate Learning Programs
- Co-ordinates multi-agency or external support where required

Students requiring targeted and intensive behaviour support are identified through school behaviour data analysis and teacher referrals. In many cases, the Student Learning Engagement team may include individuals from other agencies working with the student and their family, a representative from the school's administration, the behaviour support teacher, the Guidance Officer, and regional-based behavioural support staff. The Student Learning Engagement team will assist in the co-ordination of the assessment and support process.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Logan Reserve State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Defining Problem Behaviour

Logan Reserve 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. A Behaviour Recording Form is used to record minor and major problem behaviour.

Major and Minor 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 at the time it happens
- Major problem behaviour is handled by staff members at the time but may require additional support from administration or require a higher level consequence

Minor behaviours are those that:

- Are minor breeches of the school expectations
- Do not seriously harm others or cause a staff member 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 Administration

Major behaviours result in support or referral to Administration due to their serious nature. When major behaviour occurs, staff members calmly state the major problem behaviour and remind the student of the expected school behaviour. The staff member then fills out the Behaviour Recording Form. In some circumstances, the student may be required to accompany a staff member to the office for immediate follow-up by Administration.

Please see Appendix D for the Logan Reserve State School guide to determining Level of Minor and Major behaviour. Level 1 behaviours are classed as Minor Behaviours. Levels 2 and 3 are classed as Major Behaviours. It is a Guide ONLY as all staff understand and respond to the varied needs of our students and differentiate response as required.

Flowcharts are provided to staff for support when dealing with Problem Behaviour in the classroom and playground. Staff are also provided with appropriate professional development and/or training to deal with problem behaviour. Students also receive lessons about how to respond when other student's display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied.

Differentiated Responses to Problem Behaviour

Staff members provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour

- Warning of more serious consequences (e.g. removal from classroom)
- Time Out
- Sitting out of play for 5-10min on playground / removal from an activity for a short period of time
- Walking with the teacher on playground duty / community service
- Restitution

Focussed Responses to Problem Behaviour

Staff member is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment (brief)
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Buddy Class / Detention
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Strive for team based problem solving
- Stakeholder meeting with parents and external agencies
- Removal of IT privileges
- Restorative practices e.g. cleaning up mess, written or verbal apology

Intensive Responses to Problem Behaviour

Staff member works in consultation with School leadership team and Student Learning Engagement team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- In-school suspension or playground suspension
- Out-of-school hours detention (risk assessment and risk management plan developed when required, negotiated with parents/ carers)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)

- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Logan Reserve State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Logan Reserve State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. It is offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, and may be attended by key stakeholders if appropriate. Usually meetings are kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or

pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Off-Campus Learning Activities

From time-to-time throughout the school year, students are invited to participate in off-campus activities such as excursions. Students invited to participate in an off-campus learning activity must engage in appropriate behaviour that does not endanger the safety and wellbeing of staff, other students, members of the public and students themselves. At Logan Reserve State School, students may be invited to participate in an off-campus learning activity based on individual student behaviour data.

Students may be at risk of not being invited to participate in an off-campus activity if they have a history of major / significant inappropriate behaviours and present a significant risk to the success, safety and wellbeing of themselves and/or others. Where an off-campus activity (e.g. excursion) is an essential part of the learning program, the class teacher will organise for an alternative learning task to be undertaken at school.

In applying consequences for inappropriate behaviour in relation to off-campus activities, individual circumstances and actions of the student and the needs and rights of the community members will be considered at all times. In some circumstances, a risk management plan may be developed for an individual student to facilitate participation in an off-campus learning activity.

School Policies

Logan Reserve State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Logan Reserve State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Logan Reserve State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Logan Reserve State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Logan Reserve State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - complete a permission form for your child to bring a personal digital device to school
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Logan Reserve State School

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

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Logan Reserve State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

The responsibilities for students using digital at school or during school activities, are outlined below.

It is **acceptable** for students at Logan Reserve State School to:

- use digital devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a digital device
- personal digital device handed into school office at the beginning of the school day and collected at 3pm, however, personal digital devices are strongly discouraged from being brought to school
- seek principal's approval where they wish to use a digital device under special circumstances (eg medical apps) and must be used only for their intended purpose.

It is **unacceptable** for students at Logan Reserve State School to:

- use digital devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Logan Reserve State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Logan Reserve State School uses the DOE Learning and Well-Being Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Logan Reserve State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

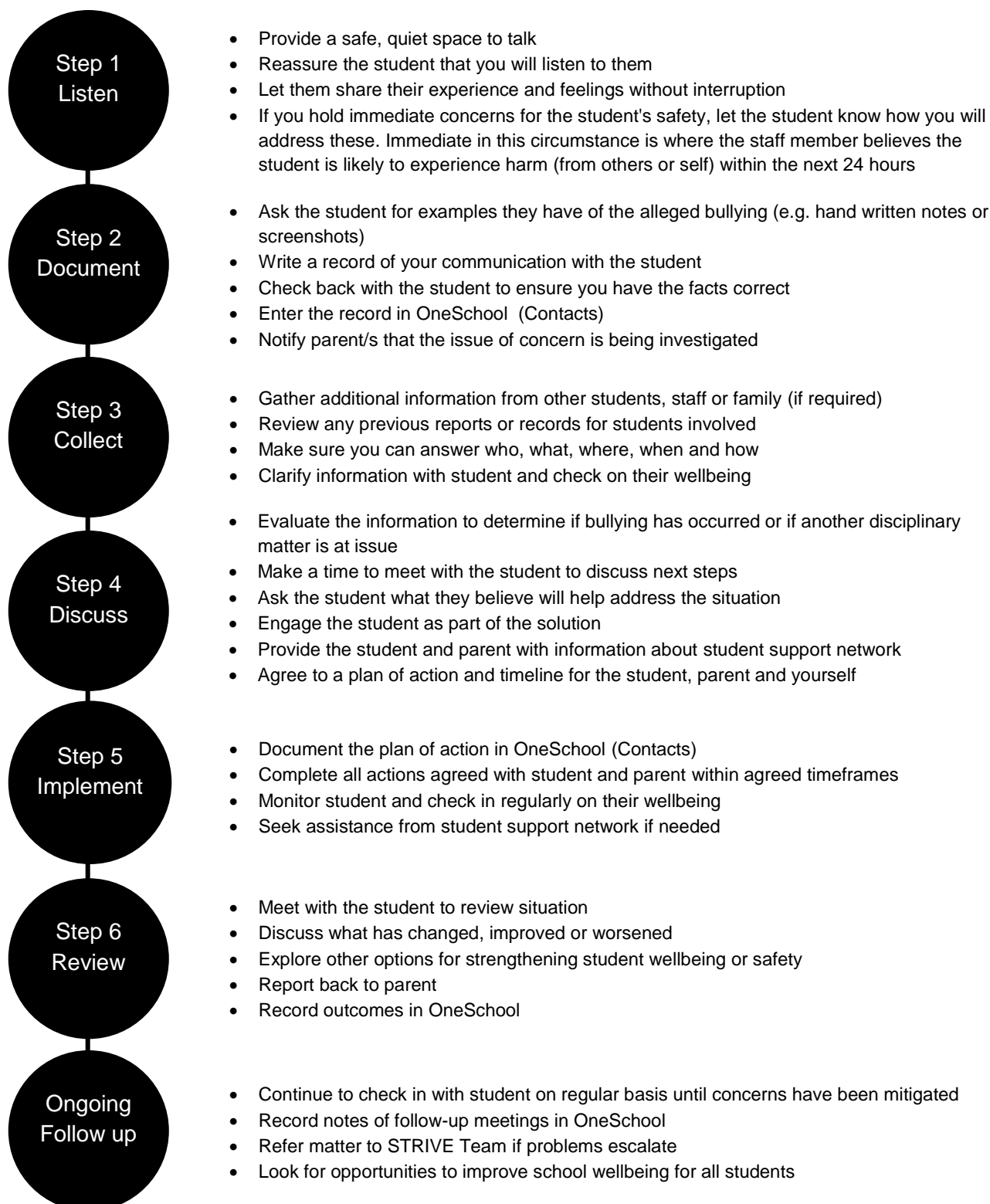
The following flowchart explains the actions Logan Reserve State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student.

Logan Reserve State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying

Cyberbullying is treated at Logan Reserve State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying, however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or make an appointment to meet with the deputy principal for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Logan Reserve State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to school administration.

Logan Reserve State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

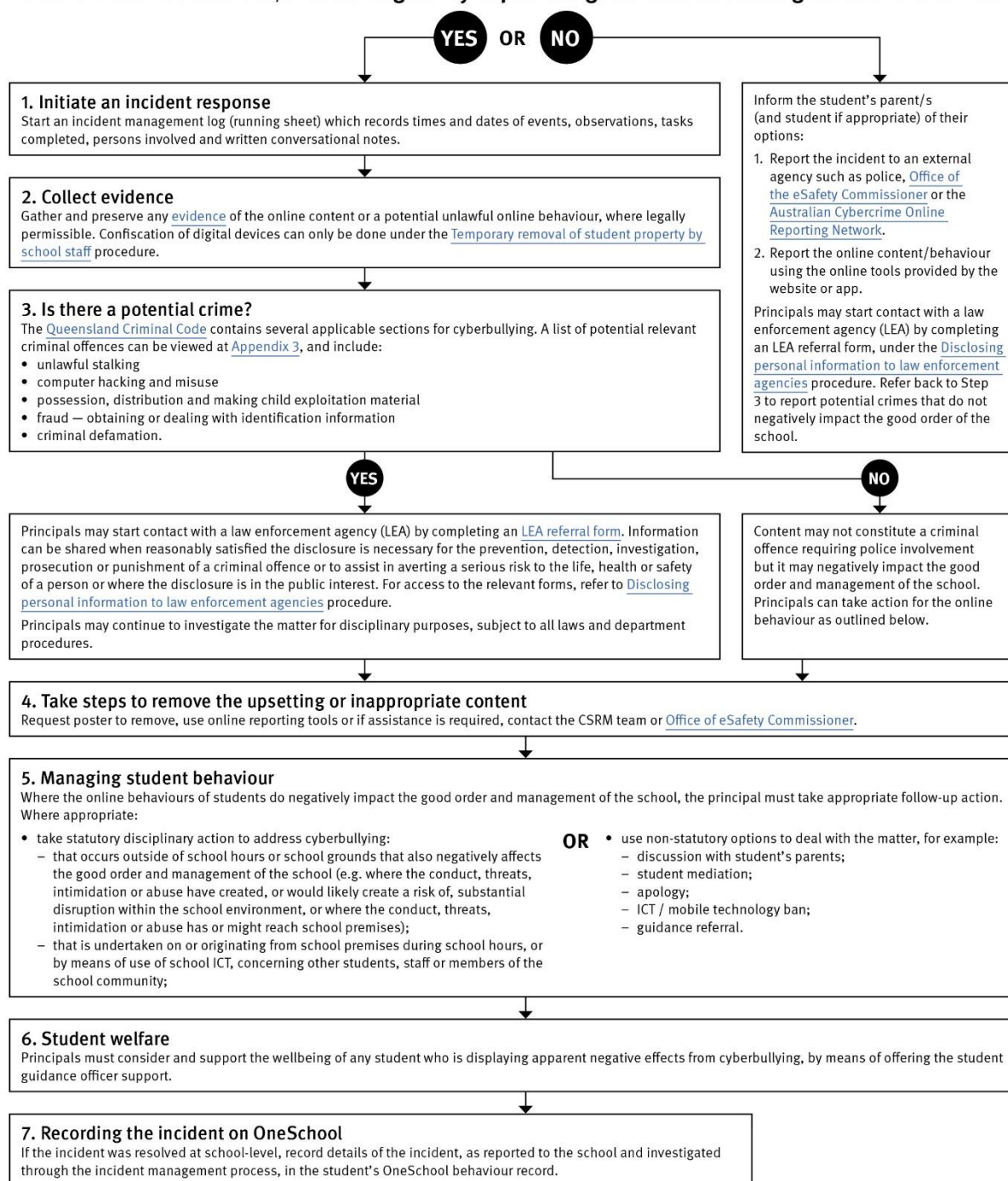
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Logan Reserve State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Logan Reserve State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at Logan Reserve State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. 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.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Appendix A

Logan Reserve State School Learning & Well-Being Framework

CREATING SAFE, SUPPORTIVE, & INCLUSIVE ENVIRONMENTS	BUILDING THE CAPACITY OF STAFF, STUDENTS, & THE SCHOOL COMMUNITY	DEVELOPING STRONG SYSTEMS FOR EARLY INTERVENTION
<p>Logan Reserve State School does this by:</p> <ul style="list-style-type: none"> • Providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised <ul style="list-style-type: none"> ◦ Adopting PBL as a whole school framework with a PBL team meeting regularly ◦ Addressing the safety of the online community through the Health & Wellbeing Scope & Sequence ◦ Understanding students' backgrounds and family situations – celebrating and acknowledging diversity ◦ LGBTIQ students are supported and relevant support documents adopted into practice ◦ Anti-bullying policy as part of the Responsible Behaviour Plan ◦ Staff, students and the school community model and value relationships that are positive, respectful and underpinned by gender equality • Developing an approach to wellbeing that supports the collective action of parents, support services and the wider community • Demonstrating and communicating positive relationships between staff, students, parents and members of the community <ul style="list-style-type: none"> ◦ School staff develop positive relationships with students by getting to know them as individuals and respecting their individuality ◦ Students have opportunities to participate in school service (e.g. Assemblies) ◦ Positive communication, respectful, equal relationships and staff & student wellbeing is recognised, valued and consistently demonstrated in the school community 	<p>Logan Reserve State School does this by:</p> <ul style="list-style-type: none"> • Providing health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety <ul style="list-style-type: none"> ◦ Health & Wellbeing Scope & Sequence curriculum materials are aligned with the <i>Foundation – Year 10 Australian curriculum: health & physical education</i> and the <i>Personal and social general capabilities</i> ◦ The <i>Respectful relationships education program</i> and <i>Daniel Morcombe child safety curriculum</i> is embedded in the Health & Wellbeing Scope & Sequence ◦ Mental health literacy and social emotional learning is incorporated within the Health & Wellbeing Scope & Sequence • Identifying opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning <ul style="list-style-type: none"> ◦ School staff understand student wellbeing policies and procedures and ensure they are embedded in everyday school operations ◦ A PBL action plan is developed annually to promote positive behaviour, gender equality, respectful relationships, and social justice, as well as targeting bullying, cybersafety and wellbeing ◦ Staff are trained using the NIP-R training package to respond to the academic, social and emotional learning and wellbeing needs of students ◦ Social and emotional learning is embedded across the general curriculum through the Health & Wellbeing Scope & Sequence 	<p>Logan Reserve State School does this by:</p> <ul style="list-style-type: none"> • Planning and documenting school processes to support staff to respond appropriately to students at risk <ul style="list-style-type: none"> ◦ Guidance Officer & Senior Guidance Officer trained using best practice models to support suicide prevention, intervention and postvention ◦ The school collaborates with Senior Guidance Officers for advice on the development of the school's Suicide Prevention Plan and postvention support strategy ◦ The school is able to engage with additional supports following exposure to death by suicide or attempted suicide. Formal return to school plans are developed that incorporate a coordinated response following a critical incident ◦ Restorative practices are used in conjunction with disciplinary measures to enable students to make good for damage caused or relationships adversely affected and to understand how their behaviour impacts on others • Recognising the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning <ul style="list-style-type: none"> ◦ The school builds the capacity of all staff annually to Notice, Inquire, Plan & Respond (NIP-R) to ensure that mental health difficulties are identified early and students who may be at risk are responded to appropriately ◦ Students at risk or requiring support are directed to appropriate school-based intervention and referred to clinical services where appropriate


<ul style="list-style-type: none"> ○ Parents are regularly invited to participate in school events ● Explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing <ul style="list-style-type: none"> ○ All staff are responsible for promoting and supporting positive student behaviour and wellbeing ○ Opportunities to explicitly teach social and emotional skills, respectful relationships, behaviour and mental health literacy are integrated into the curriculum and embedded within school activities through the Health & Wellbeing Scope & Sequence ○ Staff focus on and build on student strengths and capabilities, emphasizing positive mental health, wellbeing and behaviour ○ Student input to school behaviour policies is sought through an annual student PBL feedback survey ○ Expectations for behaviour, rules and consequences are presented positively, explicitly taught, consistently applied and reviewed annually ○ Student and staff wellbeing and safety before, during and after school is considered and actioned through duty rosters ○ Positive behaviours are positively acknowledged in meaningful ways ○ Restorative conversations are considered as an appropriate conflict resolution strategy in appropriate situations ○ Activities (e.g. incursions, excursions, leadership days) are organised that focus on developing mutual trust, caring and group identity ● Making sure the physical environment and school policies and practices are accessible and inclusive of students and families <ul style="list-style-type: none"> ○ School documents reflect the school values and ethos and is informed by DET policies ○ Staff with specific roles including implementing policies and procedures, and supporting student wellbeing are identified (e.g. GO) ○ Students with disability and their families are actively engaged to ensure that the school environment and culture is inclusive 	<ul style="list-style-type: none"> ● Communicating information and advice on the benefits of supporting young people to be healthy, confident and resilient <ul style="list-style-type: none"> ○ Consistent messages throughout the school are delivered about the connection between learning, wellbeing, inclusion and respect ○ Traits and behavioural strengths such as resilience, confidence, kindness, empathy, respect and persistence are fostered ○ Help-seeking and self-care behaviours are explicitly taught ○ Skills of communication, problem solving, conflict resolution, teamwork, leadership, goal setting, and anger management are explicitly taught across all year levels, supporting the development of resilience and respect ○ Students are prepared to manage transitions between year levels, schools and beyond school through dedicated transition programs ● Responding positively to the needs of different groups within the school community <ul style="list-style-type: none"> ○ Differentiated curriculum is provided to meet the individual needs of students ○ Classrooms allow for flexible groupings of students and have connected self-contained learning spaces ● Strengthening connections with parents to support early intervention for students whose wellbeing is at risk <ul style="list-style-type: none"> ○ Opportunities for participation of parents in school life are provided ○ Parents and carers are seen as partners in solving problems of students ○ The school responds to individual student needs with a referral system in place to identify student needs ● Increasing visibility of local support services to families whose children have higher levels of need <ul style="list-style-type: none"> ○ Students are aware of the support within the school community (e.g. Guidance Officer, BAT, Strive Teachers) ○ The school has knowledge of and can provide information to parents about community agencies that can provide specialist support to students at risk ○ The school facilitates links between students, families and relevant services available within the local community to support wellbeing 	<ul style="list-style-type: none"> ○ Psychoeducation and mental health training is provided annually to all staff through NIP-R training to improve mental health literacy of all staff ○ Relationships with EdLinQ coordinators and community agencies are developed to assist with staff training ● Sharing responsibility for supporting students at risk by: <ul style="list-style-type: none"> ○ Seeking support from Guidance Officers and the leadership team as first responders ○ Encouraging students and families to access support services ○ Using a wrap-around approach for students involving parents, school support services, health professionals and other agencies ○ The <i>Supporting Mental Health and Wellbeing</i> procedure is regularly referred to by key staff ○ Student support persons in the school and region communicate regularly ○ Staff work collaboratively and opportunities for staff to develop professional relationships and share expertise with colleagues are provided ○ The leadership team values internal and external partnerships and has established a collaborative relationship with community agencies and mental health providers ○ Partnerships are maintained and reviewed to determine if they have a positive impact ○ Clear and effective referral pathways between the school, community and youth and mental health services have been established ○ The school plans for and supports students at risk during critical transition points as required ○ Collaboration and school-based data is used to identify and support specific at-risk and vulnerable groups of students in the school community ○ The <i>Mental Health Resource Hub</i> is used as an online support and resource ○ Appropriate use of language is promoted and discriminatory language is corrected as soon as it occurs ○ Engagement of parents is used to support student mental health
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<ul style="list-style-type: none"> ○ Different approaches and levels of support are offered to cater for different needs of students ○ Students and staff are aware of risks to safety and there is a system in place to report hazards in the school environment ○ Strategies (e.g. lunch and play areas) are used to promote a sense of security, stability and belonging ● Planning for opportunities to promote and celebrate the traditions, values and cultures of the school community <ul style="list-style-type: none"> ○ Group identity and a sense of belonging are supported and promoted through school events and assemblies ○ The school uses programs (e.g. Deadly Choices) that reflect the diverse social and cultural backgrounds of the school community ● Providing learning opportunities and environments that promote healthy lifestyle choices <ul style="list-style-type: none"> ○ Guided by the <i>Physical Activity in State Schools</i> information, sport and play activities are embedded daily that promote the holistic benefits of exercise (e.g. daily Huff & Puff) ○ The <i>Smart Choices – Healthy Food & Drink Supply Strategy for Qld Schools</i> is reflected in educational materials, food used in curriculum activities and all situations where food and drink are supplied at school ○ Green and outdoor learning spaces are utilized where possible to promote wellbeing and improve learning ○ Opportunities for play, activities and events that promote holistic benefits of being in natural spaces / connecting with nature are provided 	<ul style="list-style-type: none"> ● Supporting staff health and wellbeing and recognising the resulting benefits for students <ul style="list-style-type: none"> ○ Staff are provided with opportunities to reflect on their own wellbeing and how their own wellbeing can have a positive impact on their teaching and student learning ● Committing to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas <ul style="list-style-type: none"> ○ Student data is tracked and used to inform instructional approaches and wellbeing initiatives ○ Data on attendance rates, student retention and student disciplinary absences are regularly reviewed and analysed to shed light on where there is need for intervention ○ The school culture and student engagement is monitored (e.g through the School Opinion Survey) ○ Responses to the School Opinion Survey are reviewed and guide decision making ○ Respectful relationships education (through the Health & Wellbeing Scope & Sequence) is implemented and builds on the changing needs of students and the school community ○ The school seeks to ensure that all practices are evidence based ○ Standards of evidence are used to undertake robust analysis of data 	
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Appendix B



Schoolwide Expectations Teaching Matrix



At Logan Reserve State School, we value **Learning** behaviour, **Respectful** behaviour, **Safe** behaviour and learners who **Strive** to do their best.

Our School Rules					
		BE A LEARNER	BE RESPECTFUL	BE SAFE	STRIVE TO DO OUR BEST
Golden Rules		Be focused on your learning	Always be kind – treat others as you wish to be treated	Never leave the school grounds	Always try your best
ALL AREAS (CLASSROOM & OTHER LEARNING SPACES)		<input type="checkbox"/> I come to school 95%+ of the time <input type="checkbox"/> I am on time for all lessons <input type="checkbox"/> I follow instructions from all staff <input type="checkbox"/> I am ready for my learning <input type="checkbox"/> I am a focused & active learner & let others learn <input type="checkbox"/> I use whole body listening <input type="checkbox"/> I am organised & keep my belongings neat <input type="checkbox"/> I have my tools for learning	<input type="checkbox"/> I respect myself – wear my uniform with pride by following the dress code <input type="checkbox"/> I use kind words and actions towards others <input type="checkbox"/> I respect property and environment – care for equipment, clean up after myself, pick up rubbish <input type="checkbox"/> I use my manners when speaking with others <input type="checkbox"/> I respect other's personal space & property <input type="checkbox"/> I put up my hand if I have a question or problem <input type="checkbox"/> I work quietly so others can learn <input type="checkbox"/> I respect other's right to learn <input type="checkbox"/> I am respectful with all staff, even visiting staff and adults	<input type="checkbox"/> I use equipment and objects safely <input type="checkbox"/> I ask permission to leave any setting <input type="checkbox"/> I wear a sun safe hat, shoes, and sunscreen (+ rash shirt at swimming) & dress appropriately <input type="checkbox"/> I keep my hands, feet and body to myself <input type="checkbox"/> I report any problems to staff <input type="checkbox"/> I stay in the right areas <input type="checkbox"/> I walk on concrete and in the classroom <input type="checkbox"/> I enter & exit rooms in an orderly manner <input type="checkbox"/> I walk quietly in lines with my class and sensibly at other times <input type="checkbox"/> I follow the chimes/music <input type="checkbox"/> I only go into a room when a staff member is present <input type="checkbox"/> I stay out of the staff car parks <input type="checkbox"/> I cross at the designated crossings on the road <input type="checkbox"/> I solve problems with words rather than hurting others <input type="checkbox"/> I put rubbish in bins provided	<input type="checkbox"/> I demonstrate a positive attitude <input type="checkbox"/> I have a go <input type="checkbox"/> I put forward my best effort <input type="checkbox"/> I try my best and persevere <input type="checkbox"/> I model good sportsmanship <input type="checkbox"/> I leave all areas clean and tidy <input type="checkbox"/> I accept the consequences for my actions <input type="checkbox"/> I take on the feedback of staff <input type="checkbox"/> I learn from my mistakes and try again if I need to <input type="checkbox"/> I am resilient in my learning and remember that mistakes are okay
Specific Location Expectations	COVERED AREAS		<input type="checkbox"/> I keep left on pathways when walking. <input type="checkbox"/> I play games fairly <input type="checkbox"/> I put rubbish in the bin <input type="checkbox"/> I use tables and seats for their purpose	<input type="checkbox"/> I keep my bag closed <input type="checkbox"/> I put belongings in correct areas <input type="checkbox"/> I use sporting equipment away from buildings <input type="checkbox"/> I tidy the area before moving on <input type="checkbox"/> I observe NO go zone areas & stay out of out-of-bounds areas	
	EATING TIME, TUCKSHOP & BREAKFAST CLUB	<input type="checkbox"/> I eat my healthy food first <input type="checkbox"/> I have a daily Brainiac snack <input type="checkbox"/> I have a water bottle	<input type="checkbox"/> I use my manners when I eat <input type="checkbox"/> I sit quietly in my eating area <input type="checkbox"/> I place my tuckshop order before school <input type="checkbox"/> I wait for a staff member to hand out my tuckshop	<input type="checkbox"/> I eat my own food <input type="checkbox"/> I put my rubbish in the bin <input type="checkbox"/> I clean up any mess I make <input type="checkbox"/> I stay in the eating area during eating time	

			<input type="checkbox"/> I take my turn & line up at the tuckshop <input type="checkbox"/> If I buy food during playtime or have Breakfast Club, I eat sitting down in the undercover area		
	PLAYGROUND & GARDENS	<input type="checkbox"/> I follow the rules of games <input type="checkbox"/> I am a problem solver <input type="checkbox"/> I am resilient when things don't go my way <input type="checkbox"/> I always play in my correct area	<input type="checkbox"/> I play fairly - model good sportsmanship <input type="checkbox"/> I care for environment e.g. plants in gardens, wildlife around the school <input type="checkbox"/> I share the playground with others <input type="checkbox"/> I stay out of the gardens	<input type="checkbox"/> I play safely <input type="checkbox"/> I don't climb trees or buildings or water tanks <input type="checkbox"/> I play safe games that don't hurt others <input type="checkbox"/> I keep to the correct playing area <input type="checkbox"/> I use the play equipment as intended	
	TOILETS	<input type="checkbox"/> I am water wise <input type="checkbox"/> I have permission to go to the toilet in class time <input type="checkbox"/> I try to go to the toilet during breaks or before the bell	<input type="checkbox"/> I use a quiet voice in the toilets <input type="checkbox"/> I respect the privacy of others <input type="checkbox"/> I use toilet resources for their intended purpose	<input type="checkbox"/> I wash my hands with soap and then dry my hands after using the toilet <input type="checkbox"/> I use toilets appropriately <input type="checkbox"/> I report any damages or problems <input type="checkbox"/> I am germ safe	
	EXCURSIONS, SCHOOL FUNCTIONS, TRAVEL TO SCHOOL & SWIMMING / SURF SCHOOL	<input type="checkbox"/> I am road safe <input type="checkbox"/> I model good behaviour to other students outside of the school <input type="checkbox"/> I follow the normal school rules	<input type="checkbox"/> I follow instructions of supervising adults <input type="checkbox"/> I wait quietly in the right spot for the bus, or in the car park <input type="checkbox"/> I use my manners on the bus and with members of the public	<input type="checkbox"/> I use my own bike or scooter & walk it to the gate <input type="checkbox"/> I wait inside the gate until bus or car stops <input type="checkbox"/> I leave school promptly after school finishes <input type="checkbox"/> I remain seated on transport <input type="checkbox"/> I stay in the right area & with my group <input type="checkbox"/> I follow instructions of all adults <input type="checkbox"/> I follow the rules posted at the pool or the beach (e.g. Don't dive, Don't duck)	
	ONLINE & ELECTRONIC DEVICES	<input type="checkbox"/> I keep my password and personal details safe by not sharing them <input type="checkbox"/> I drop off & pick up my electronic devices to the office at the start and end of each day <input type="checkbox"/> I use school devices (& internet searches) as directed <input type="checkbox"/> I access age appropriate material and content online <input type="checkbox"/> I follow teacher direction about what I need to access online and on devices	<input type="checkbox"/> I use appropriate language online <input type="checkbox"/> I don't use IT to hurt other people through my words or actions <input type="checkbox"/> If I have permission to use a personal electronic device at school, I use it only for the purpose agreed to with the Principal (e.g. medical monitoring)	<input type="checkbox"/> I access appropriate accounts for my age <input type="checkbox"/> I don't share personal information with people I don't know <input type="checkbox"/> I don't share my password <input type="checkbox"/> I use the report button and talk to an adult when I need help <input type="checkbox"/> If I have permission to use a smart watch from the Principal, I use it in flight mode	

Appendix C

Our School Rules	Parents & Carers Behaviour Matrix <i>Parents, carers and community members can help our students to uphold the expectations of our school by:</i>
 BE A LEARNER <i>Be focused on your learning</i>	<ul style="list-style-type: none"> Observing the optimal time for arrival at school (between 8.30am and 8.45am) and departure at 3.00pm Ensuring your child is an Attendance Hero – Here On Time Everyday Ensuring that your child attends school unless they are sick, injured or have another genuine reason for non-attendance Informing the school when your child is absent <ul style="list-style-type: none"> ➤ Leave a message on the absence line – 3489 5466 OR Email administration – admin@loganreservess.eq.edu.au OR Absence email – absent@loganreservess.eq.edu.au OR Text a message – 0427 016 460 Informing the school if your child is being picked up by someone different (e.g. a grandparent) Providing your child with the necessary equipment for school. If you need assistance with this, please speak with the Office Limiting the amount of screen time for your child before or after school Setting aside specific time for homework and checking it has been completed Talking with your child about their day and everyday life Making yourself known to your child's teacher Encouraging your child to read every night Keep up-to-date by reading the school newsletter and other school communication Providing a healthy lunch and brainiac snack. If you need assistance with this, please speak with the Office
 BE RESPECTFUL <i>Always be kind – treat others as you wish to be treated</i>	<ul style="list-style-type: none"> Treating school staff with respect and having positive interactions with school staff Working collaboratively to enable your child's potential to be developed Using polite manners at all times and insisting on your child using polite manners at all times Promoting the notion of "Treat others as you wish to be treated" at all times and between students, staff and other families Playing games at home that encourage taking turns, sharing and losing graciously Selecting movies, TV shows, video games, apps that are age appropriate (G & PG) Respecting the privacy of other families Using social media to communicate positively about the school and about other families – not using social media to defame or complain about others or the school Making an appointment if you wish to meet or speak with a staff member Understanding that an immediate response to a query at school may not always be possible and staff may only respond during school hours

 <p>BE SAFE</p> <p><i>Never leave the school grounds</i></p>	<ul style="list-style-type: none"> • Encouraging your child to use the STOP, WALK and TALK strategy to avoid unwanted attention from peers • Discouraging retaliation and violence to solve problems • Practising road, Stop-Drop-Go, pedestrian crossing, bicycle and bus safety routines • Adhering to the parking and road rules around the school • Parking in the correct designated areas & only using the staff car park for the disabled space if you have a designated sticker or if given consent by Administration • Ensuring your child knows and uses hygienic toilet practices and is toilet trained • Providing your child with the appropriate uniform, including a hat and closed in shoes every day. If you need assistance with this, please speak with the Office • Regularly checking your child's hair for head lice and treat if necessary • Supervising non-school age children in the school environment • Supervising your child while exiting and entering the school • Ensuring your child complies with appropriate age limits for social media accounts (e.g. 13 for Instagram), regularly checking accounts to ensure appropriate social media use and knowing your child's passwords • Ensuring all current legal and/or custody orders are shared with the school as appropriate • Providing appropriate supplies to the school to assist with the management of your child's medical condition • Picking up your child by 3.15pm each afternoon
 <p>STRIVE TO DO OUR BEST</p> <p><i>Always try your best</i></p>	<ul style="list-style-type: none"> • Promoting positive talk about others • Modelling smiling and greeting people appropriately • Encouraging your child to be empathetic to those children whose skills are not as good as theirs or who may have differences • Being open-minded when your child complains about other children or has a consequence for inappropriate behaviour • Being aware when you are engaging in adult conversations that your child may be listening • Encouraging your child to engage with other children in outdoor games that involve physical activity and interaction • Modelling good problem solving • Modelling coping & resilience when things don't go your way or if there is a problem

Appendix D

Behaviour Consequence Grid (Guide Only)

Category Type	Code	Behaviour Level 1 (Minor)	Code	Behaviour Level 2 (Major)	Code	Behaviour Level 3 (Major)	Possible Consequences
Disruption	101	Minor disruption in class or excessive noise out of class (e.g. warning, sent to Time Out, Buddy Class, calling out, making noises, walking around the room)	201	Continued & repeated disruption in class (e.g. repeated warnings, Time Outs, Buddy class referrals) (NO LUNCH DETENTION)	301	Constant disruption in class (e.g. sent to Office following Buddy Class – 1x Office referral from classroom) (NO LUNCH DETENTION)	<p>Level 1:</p> <ul style="list-style-type: none"> Warning / Time out / Buddy class Sitting out of play for 5-10min on playground Walking with teacher on playground duty / Picking up rubbish 10min classroom detention Natural consequence Conference with staff member <p>Parent Communication:</p> <ul style="list-style-type: none"> Teacher to communicate with parent for each Time Out / Buddy class referral Teacher to communicate with parent for every 5th warning in a Term <p>Level 2:</p> <ul style="list-style-type: none"> Warning / Time out / Buddy class / Office referral Lunch time detention (20min / number of days may increase depending on severity of incident and number of previous incidents) Deliberate non-attendance at lunch time detention may warrant an in-school suspension or removal from play for increased days (with Admin) In-school suspension or playground suspension Out of school suspension Removal of IT privileges
Refusal to Participate / Noncompliance / Defiance	102	Deliberate disobedience or ignoring initial instruction	202	Repeated and continued disobedience or refusal to follow adult instruction	302	Gross and repeated disobedience that could potentially cause harm	
	103	Not completing work (work targeted to ability level)	203	Repeated refusal to complete work or attend scheduled detention	303	Continual and repeated refusal to undertake assigned tasks	
Verbal Misconduct / Threat to others			204	Talking back or challenging adult direction (including swearing at an adult or yelling at an adult)	304	Abuse to staff or visitors including threats / swearing	
	105	Inappropriate language (including swearing)	205	Repeated and continued use of inappropriate language (including swearing)	305	Continued and extended use of inappropriate language	
	106	Lack of concern for language used	206	Verbal interaction with inappropriate content (e.g. race, culture, gender, disability, sexual content)	306	Continued & / or repeated use of verbal communication with inappropriate content	
			207	Threats of violence or harm directed to others	307	Continued & / or repeated use of verbal threats of harm	
Physical Misconduct	108	Lack of concern for others	208	Encouraging fights or harm	308	Encouraging, threatening &/or inciting violence or harm including on social media or online	
	109	Non serious but inappropriate physical contact (e.g. giving the finger)	209	Aggressive &/or deliberate physical contact (e.g. barging, shoving, physical intimidation, pushing, touching others private	309	Violent acts & / or threats of violence (including physical fights or harming creatures)	

				parts, pulling down school uniform, hand signals)			<ul style="list-style-type: none"> Restorative practices (e.g. cleaning up mess, written or verbal apology) Possible referral to Strive team
	110	Dangerous play or behaviour	210	Aggressive play or behaviour (including biting or spitting on others or banging on windows / doors)	310	Repeated aggressive play & /or assault that can potentially cause injury or harm	
Bullying / Harassment	111	Teasing others / name calling	211	Repeated harassment of others or an individual student (including name calling, sexual harassment, cyber bullying)	311	Extended and repeated harassment of others or an individual student (including name calling, sexual harassment, cyber bullying)	<i>Parent Communication:</i> <ul style="list-style-type: none"> Teacher to communicate with parent for each time out, buddy class & office referral Teacher to communicate with parent for every 5th warning in a Term Teacher to consider organising a formal meeting with parent to discuss behaviour
Property Misconduct	112	Safety violation (e.g. running on concrete, walking / running through garden, playing with sticks)	212	Misusing the toilet or dangerously misusing facilities or spitting	312	Urinating or defecating in an inappropriate location	
	113	Littering	213	Defacing or destroying property (e.g. graffiti)	313	Vandalism (repeated &/or extensive)	Level 3: <ul style="list-style-type: none"> Lunch time suspension (number of days may increase due to severity of incident & number of previous incidents) Threatening behaviours, verbal abuse (including swearing) and physical may result in suspension as a result of investigation Before school detention or in-school suspension / Session in office Suspension (number of days may increase depending on severity of incident, number of previous incidents, persistent Level 2 & 3 behaviour) Restorative practices (e.g. cleaning up mess, written or verbal apology) Removal of IT privileges Possible referral to Strive team Exclusion – Admin decision ONLY Referral to QPS (or other agency)
	114	Low level stealing (e.g. taking a rubber found on the ground)	214	Stealing (including distribution of stolen items)	314	Theft (repeated &/or extensive)	
	115	Out of bounds & / or playing in restricted area	215	Repeated out of bounds or in wrong area (including climbing on school structures)			
Lying / Cheating	116	Lying / cheating not involving another person or lying to staff	216	Lying to staff Untrue messages or deliberate spreading of rumours / gossip			
			217	Plagiarism or copying another's work			
Truant / Skip Class	118	Late for class or playing after the bell	218	Repeated lateness (following bell)	318	Truancy	
	119	Leaving area of instruction without permission	219	Skipping class or being absent from school grounds without permission	319	Deliberate leaving of school grounds during school day	
IT Misconduct	120	Non-serious but inappropriate use of IT equipment	220	Inappropriate use of IT (e.g. camera, computer, iPad, smart devices, accessing inappropriate content)	320	Inappropriate use of electronics, online platforms or social media accounts to defame, threaten, spread gossip or harm others	<i>Parent Communication:</i> <ul style="list-style-type: none"> Teacher to communicate with parent for each time out, buddy class & office referral

	121	Electronic devices not handed in before school	221	Violation of Computer Use Policy / Agreement	321	Involvement with material (including illegal material) that could harm others or advocates harm online	<ul style="list-style-type: none"> Teacher to communicate with parent for every 5th warning in a Term Teacher to consider organising a meeting with parent to discuss behaviour Admin to communicate re. suspension & exclusion
			222	Sharing of account passwords (including passwords for social media accounts)			
Prohibited Items / Substance Misuse	113	Possession of banned items (e.g. gum)	223	Possession of items that could harm others or unsafe implements (e.g. weapon)	323	Involvement with illegal items or substances (e.g. weapons, illicit drugs, alcohol, cigarettes, pornography) and items that could harm others	
Dress Code	124	Wearing clothing not within dress code guidelines or deliberate not having items of uniform (e.g. hat or shoes)	224	Refusal to comply with dress code (e.g. inappropriate jewellery or piercings)	324	Deliberate refusal to comply with dress code (e.g. wearing items with inappropriate messages or denoting affiliation to illegal activity)	
			225	Deliberately exposing private parts in public spaces	325	Persistent & deliberate nudity and exposing private parts in public spaces	

