



Logan Reserve State School

COMMITMENT TO WELLBEING FOR LEARNING AND LIFE

Logan Reserve State School is a Band 8 primary school with approximately 490 students in Prep to Year 6. Students enrolled at Logan Reserve State School come mainly from the surrounding Logan Reserve areas. Logan Reserve State School is committed to the learning and wellbeing of all students, using the principles of Positive Behaviour for Learning (PBL) and KidsMatter to guide implementation.

LEARNING ENVIRONMENT	CURRICULUM & PEDAGOGY	POLICIES AND PROCEDURES	PARTNERSHIPS
<p>A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.</p> <p>Logan Reserve State School does this by:</p> <ul style="list-style-type: none"> • Demonstrating a commitment to providing a school where students can experience regular success • Providing a safe and supportive environment, which facilitates the developing resilience and confidence of all students • Implementing PBL as a whole-school approach to improving behaviour and academic success • Implementing the KidsMatter framework as a whole-school approach to enhancing student well-being and mental health • Demonstrating a commitment to the wellbeing of students by all staff, as well as providing targeted support through the STRIVE team (may include but not limited to: Principal, Deputy Principal, Guidance Officer, SEP Teacher-in-Charge, Behaviour Support Teacher, Intervention Teachers, SLP) • Using whole school, sector, year level and class events to encourage interaction and establish positive relationships between students, teachers and parents • Enacting inclusive practices, supporting the individual needs of students • Providing research-based intervention • Daily physical activity through Huff & Puff • Club afternoons & lunchtime games targeted to student interest • Instrumental music program 	<p>Curriculum that enhances wellbeing equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.</p> <p>Pedagogy that enhances wellbeing builds positive relationships.</p> <p>Logan Reserve State School does this by:</p> <ul style="list-style-type: none"> • Providing a curriculum program focused on developing and maximizing a student's potential • Providing targeted resourcing in line with school improvement plan • Providing facilities to enhance student learning and participation e.g. Science lab, hall, library, computer lab • Encouraging students to take ownership of their own learning and behaviour • Providing targeted intervention based in individual student needs and data • Seeking the feedback of students and parents through formal and informal evaluation surveys • Conducting explicit lessons for all students that detail behaviour expectations and social & emotional competencies. The specific lessons are data-driven and based on the current need of students in line with the ACARA Health curriculum • Embedding of social and emotional learning capabilities in whole school curriculum programs along with weekly PBL lessons & Social Emotional Learning lessons, supported by the Behaviour Workbook & Wellbeing Journal, specifically developed for the context of the school 	<p>Policy intentions are transformed into action by school staff, students and the wider community.</p> <p>Logan Reserve State School does this by:</p> <ul style="list-style-type: none"> • Supporting staff professional development with annual updates in key areas e.g. student protection, anaphylaxis, asthma • Embedding bullying and Cybersafety policies in PBL implementation • A Responsible Behaviour Plan reflecting PBL • Conducting school events which foster ownership of school policies • Involving, consulting and supporting parents through consultation with the P&C • Providing a student support network in the school, through the STRIVE team • Having a clear process for facilitating standards of behaviour and responding to unacceptable behaviour through PBL implementation • Linking with external community support agencies as required • Embedding differentiation and inclusive education policy through teaching practices, support for Students with Disabilities and students with diverse learning needs and through the STRIVE team • Supporting staff and families experiencing domestic violence through the department's Domestic and Family Violence Policy • Supporting students with additional health needs through the provision of individual health plans facilitated through the visiting EQ nurse 	<p>Productive partnerships expand the knowledge, skills and resources available in the school</p> <p>Logan Reserve State School does this by:</p> <ul style="list-style-type: none"> • Encouraging parent and carer participation in the school through the P&C and parent events • Providing opportunities for parent engagement in learning and well-being through workshops • Engaging parents in the school through a variety of means of regular communication (e.g. newsletters, website, parent-teacher interviews, workshops) • Linking parents and carers with external support networks including a variety of government and community agencies as required • Fostering positive relationships with students and families through PBL and KidsMatter implementation • Engaging parents with the STRIVE team which may involve specialist referral • Linking with local ECEC services, ECDPs and high schools to support transitions to prep and high school • Working in partnership with Qld Health, QUT, and UQ to provide a comprehensive vision and hearing screening program from prep • Developing relationships with external support services to support students with additional needs (i.e. Students in Out of Home Care, Students with Disabilities)

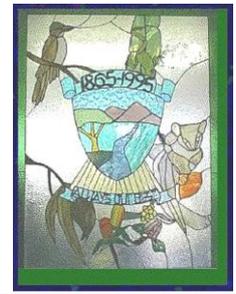


The Code of School Behaviour

Better Behaviour
Better Learning

Logan Reserve State School Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*



1. Purpose

Logan Reserve State School is predicated on a place of learning where the child's purpose to be a learner is foremost in the Responsible Behaviour Plan. The school's motto, "Always Our Best" summarises the school's rules. Achieving this purpose through being respectful to one's self, others and the environment and safe together create our purpose of a disciplined learning environment that enhances student and staff wellbeing.

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

2. Consultation and data review

Logan Reserve undertook a Quadrennial School Review (QSR) in 2012. As part of this process, the Positive Behaviour for Learning (SWPBS / PBL) team decided that behaviour management would be reviewed by surveying the children as well as undertaking a review through the collection of implementation data, using the Schoolwide Evaluation Tool and the Effective Behaviour Support Survey. From the results of the survey and analysis of school based data the school has shown significant improvements in children's behaviour and uniform systems of behaviour management. Implementing the Universal Support level of PBL involves a team of staff and other stakeholders to ensure collaboration with the school community.

Developed using data from the QSR, the 2013-2016 School Strategic Plan was developed, along with the 2019 AIP. PBL continues to be a key focus for providing behaviour support within the school, along with the implementation of KidsMatter as a focus for enhancing student and staff wellbeing. In 2012, Logan Reserve began implementing Tier II of PBL implementation, focusing on Classroom Systems. The PBL committee continues to review school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents to inform Schoolwide decisions and action planning. The STRIVE team co-ordinates targeted intervention for those students requiring more specialised support.

3. 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 Responsible Behaviour Plan 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.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

To Be:

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



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

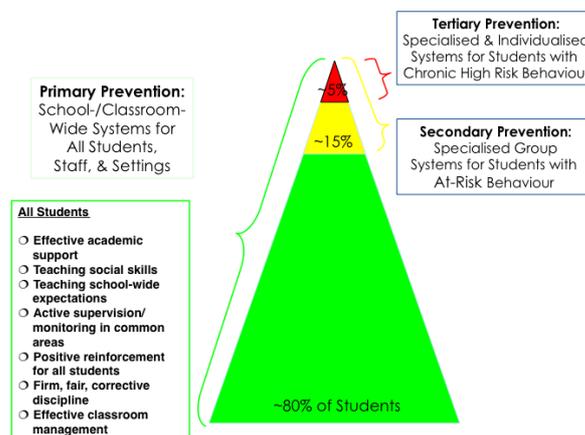
What is PBL?

Positive Behaviour for Learning (PBL) is a collaborative, educative, proactive and functional process to developing effective interventions for inappropriate behaviour. PBL is:

- Collaborative – Team Based
- Educative – Teaching Appropriate Skills
- Proactive – Encouraging Correct Behaviours
- Functional - Focusing on the Function of Behaviour
- Process – Individualized for our school

The Essential Features of PBL are:

- Administration support & participation
- Statement of Purpose & common approach to discipline
- Clearly defined expected behaviours – **Rules**
- Procedures for teaching & practicing expected behaviours – **Teaching Matrix, Explicit Weekly Teaching Focus**
- Procedures for encouraging expected behaviours – **Reinforcement Program**
- Procedures for discouraging problem behaviours – **Consequences, Major/Minor Behaviours**
- Procedures for record-keeping and decision-making – **Data Collection, One School**



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 I or Primary Prevention systems, practices and data. The STRIVE team focuses on Tier II and Tier III or Secondary and Tertiary Prevention systems.

The PBL team, through the Coach, has access to ongoing PD provided by the Regional Co-ordinators, and is required by 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 each staff meeting about ongoing activities and behaviour data.

Universal Behaviour Support (Primary Prevention – Tier I)

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 and provide a framework for responding to unacceptable behaviour. Booster lessons are also delivered by each class teacher, responding to specific behaviour data for their cohort. Data is presented to staff at staff meetings.

A set of behavioural expectations in specific settings has been developed for each of our four school expectations. The Schoolwide Expectations Teaching Matrix on the following pages 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 expectation on school assemblies
- Reinforcement of learning from assembly in classroom behaviour lessons by classroom teachers
- Active supervision by staff during classroom and non-classroom activities
- Behaviour workbooks e.g. Gotcha Book, Behaviour Workbook

Logan Reserve implements the following proactive and preventative processes and strategies to support student behaviour:

- Lesson Plans
- Behaviour Goal Setting
- Principal's 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 adjustment to support these students consistently across all classroom and non-classroom settings
- Professional Development for teaching and non-teaching staff on specific behaviour strategies
- Development of specific policies to address:
 - The Use of Personal Technology Devices (Electronic Devices) and Social Media (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
 - Attendance Policy (Appendix 4)

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 acknowledgement and rewards.

At Logan Reserve, our reinforcement system contains 3 key 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, celebration days

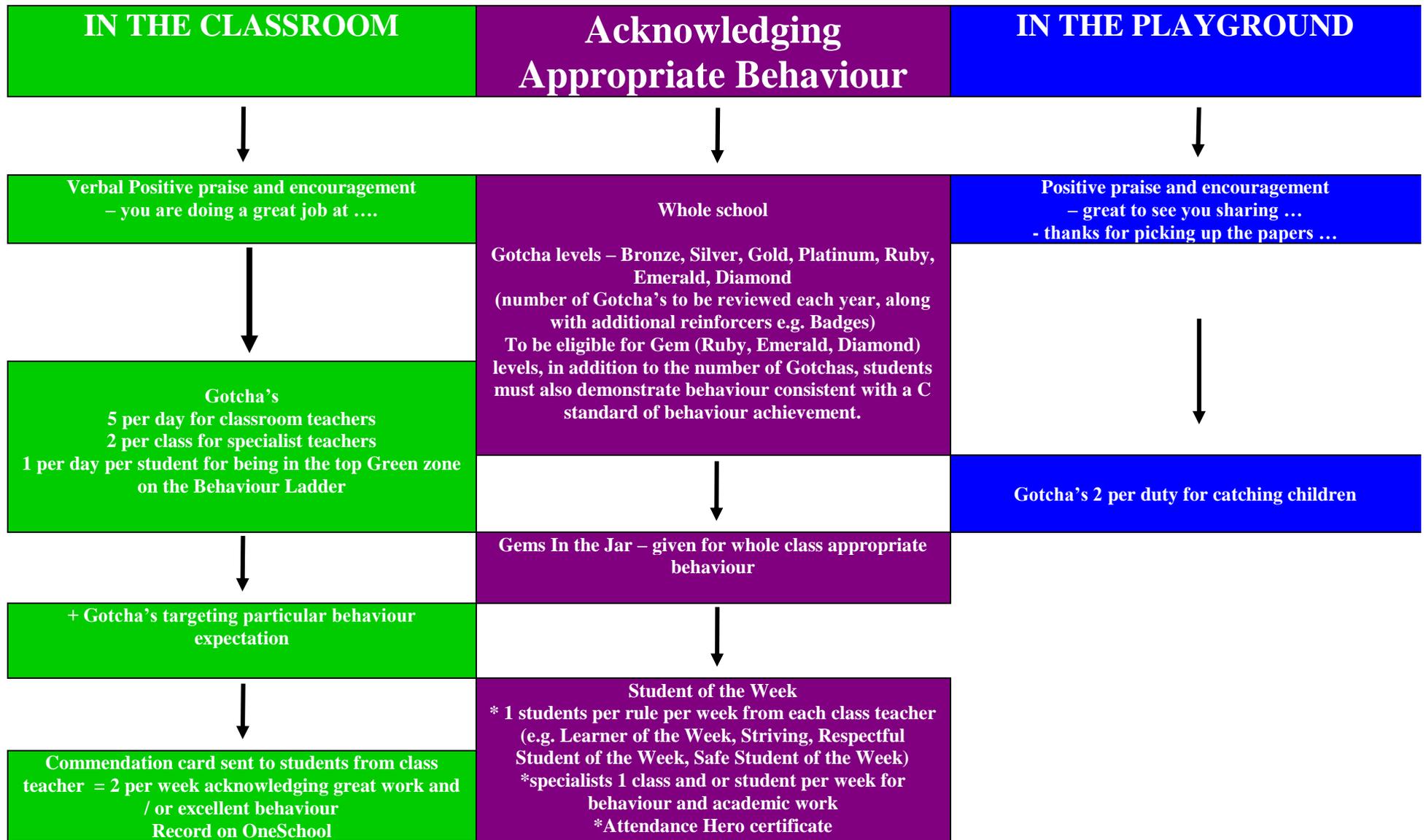
Periodically, the specific types of reinforcers offered to students are reviewed by the PBL team to reflect behaviour data and maintain student engagement. *(See process on page 7)*

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	ALL AREAS (CLASSROOM & OTHER LEARNING SPACES)	SPECIFIC LOCATION EXPECTATIONS					
		COVERED AREAS	EATING TIME, TUCKSHOP & BREAKFAST CLUB	PLAYGROUND & GARDENS	TOILETS	EXCURSIONS, SCHOOL FUNCTIONS, TRAVEL TO SCHOOL & SWIMMING / SURF SCHOOL	ONLINE & ELECTRONIC DEVICES
 <p>BE A LEARNER <i>Be focused on your learning</i></p>	<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 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 follow the rules of games <input type="checkbox"/> I am a problem solver <input type="checkbox"/> I adapt when things don't go my way <input type="checkbox"/> I always play in my correct area	<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 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 keep my password and personal details safe <input type="checkbox"/> I drop off & pick up my electronic devices to the office at the start and end of each day
 <p>BE RESPECTFUL <i>Always be kind – treat others as you wish to be treated</i></p>	<input type="checkbox"/> I respect myself – wear my uniform with pride by following the dress code <input type="checkbox"/> I respect others – use builds ups, polite language and tone, take turns, share, am caring <input type="checkbox"/> I respect property and environment – care for equipment, clean up after myself <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 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 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 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	<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 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 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 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 an personal electronic device at school, I use it only for the purpose agreed to with the Principal (e.g. medical monitoring)
 <p>BE SAFE <i>Never leave the school grounds</i></p>	<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 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	<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	<input type="checkbox"/> I play safely <input type="checkbox"/> I don't climb trees or buildings <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	<input type="checkbox"/> I wash my hands with soap and then dry my hands <input type="checkbox"/> I use toilets appropriately <input type="checkbox"/> I report any damages or problems <input type="checkbox"/> I am germ safe	<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)	<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
 <p>STRIVE TO DO OUR BEST</p>	<input type="checkbox"/> I demonstrate a positive attitude <input type="checkbox"/> I have a go <input type="checkbox"/> I put forth 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						

Acknowledging Appropriate Behaviour (Guide Only)



Responding to Unacceptable Behaviour

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

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them what they should be doing and which rule do they need to be using to change their behaviour so that it aligns with our school's expectations.

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

Targeted Behaviour Support (Secondary Intervention - Tier II)

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 students' learning and social success at risk if not addressed in a timely manner.

Students may be referred to the STRIVE team if they are having ongoing difficulty with following the school rules (*See Appendix 5 for detailed referral process to the STRIVE team*). 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 intensive behaviour support.

Intensive Behaviour Support (Tertiary Intervention - Tier III)

Logan Reserve is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The STRIVE 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 referral to Positive Learning Centre's
- 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 support team (STRIVE team) may include individuals from other agencies already 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 school behaviour support teacher will assist in the co-ordination of the assessment and support process.

5. Consequences for Unacceptable Behaviour

Logan Reserve 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. An office referral form (example in Appendix 5) is used to record minor and major problem behaviour. The recording of three minor behaviours constitutes a major 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 breaches of the school rules
- 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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion
- a redirection procedure. The staff member takes the student aside and:
 - Names the behaviour that the student is displaying
 - Asks the student to name expected student behaviour
 - States and explains expected school behaviour if necessary
 - Gives positive verbal acknowledgement for expected school behaviour
 - Records the behaviour in the playground duty folder, or classroom based recording sheet to monitor if any future issues are dealt with by other staff for the same indiscretion

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 expected school behaviour. The staff member then fills out the office referral form. In some circumstances, the student may be required to accompany a staff member to the office for immediate follow-up by Administration.

Major problem behaviours may result in the following consequences:

- time out in classroom, time out in buddy class, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequences for repeated office
- referral to the STRIVE team, parent contact, possible suspension from school
- students who engage in very serious problem behaviours such as major violent physical assault, or the use and supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension

The following table outlines the Logan Reserve guide to determining the 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.

Behaviour Consequence Grid (Guide Only)

Category Type	Code	Behaviour Level 1 (Minor)	Code	Behaviour Level 2 (Major)	Code	Behaviour Level 3 (Major)
Verbal Misconduct / Threat to others			201	Talking back or challenging adult direction (including swearing at an adult)	301	Abuse to staff or visitors including threats / swearing
	102	Inappropriate language (including swearing)	202	Repeated and continued use of inappropriate language (including swearing)	302	Continued and extended use of inappropriate language
	103	Lack of concern for language used	203	Verbal interaction with inappropriate content (e.g. race, culture, gender, disability, sexual content)	303	Continued & / or repeated use of verbal communication with inappropriate content
			204	Threats of violence or harm directed to others	304	Continued & / or repeated use of verbal threats of harm
Physical Misconduct	105	Lack of concern for others	205	Encouraging fights or harm	305	Encouraging and inciting violence or harm including on social media or online
	106	Non serious but inappropriate physical contact	206	Violent acts & / or threats of violent acts (including physical fights, intimidation, exclusion)	306	Continued and repeated violent acts & / or threats of violence (including physical fights or harming creatures)
	107	Dangerous play or behaviour	207	Aggressive play or behaviour (including biting or spitting on others or banging on windows / doors)	307	Repeated aggressive play & /or assault that can potentially cause injury
Bullying / Harassment	108	Teasing others / name calling	208	Repeated harassment of others (including name calling, sexual harassment, cyber bullying)	308	Extended and repeated harassment of others (including name calling, sexual harassment, cyber bullying)
Property Misconduct	109	Safety violation (e.g. running on concrete, walking / running through garden, playing with sticks)	209	Misusing the toilet or dangerously misusing facilities or spitting	309	Urinating or defecating in an inappropriate location
	110	Littering	210	Defacing or destroying property (e.g. graffiti)	310	Vandalism (repeated &/or extensive)
	111	Low level stealing (e.g. taking a rubber found on the ground)	211	Stealing (including distribution of stolen items)	311	Theft (repeated &/or extensive)
	112	Out of bounds & / or playing in restricted area	212	Repeated out of bounds or in wrong area (including climbing on school structures)		
Prohibited Items / Substance Misuse	113	Possession of banned items (e.g. gum)	213	Possession of items that could harm others or unsafe implements (e.g. weapon)	313	Involvement with illegal items or substances (e.g. weapons, illicit drugs, alcohol, cigarettes, pornography) and items that could harm others
Disruption	114	Minor disruption in class or excessive noise out of class (e.g. sent to Time Out, calling out, making noises, walking around the room)	214	Continued & repeated disruption in class (e.g. sent to Buddy Class or third minor incident) 3 Time Out / Buddy Class referrals 6 Time Out / Buddy Class referrals	314	Constant disruption in class (e.g. sent to Office following Buddy Class) 10 Time Out / Buddy Class referrals
Refusal to Participate /	115	Deliberate disobedience or ignoring initial instruction	215	Repeated and continued disobedience or refusal to follow adult instruction	315	Gross and repeated disobedience that could potentially cause harm

Noncompliance / Defiance	116	Not completing work (work targeted to ability level)	216	Repeated refusal to complete work or attend scheduled detention	316	Continual and repeated refusal to undertake assigned tasks
Lying / Cheating	117	Lying / cheating not involving another person or lying to staff	217	Lying to staff Untrue messages or deliberate spreading of rumours / gossip		
			218	Plagiarism or copying another's work		
Truant / Skip Class	119	Late for class or playing after the bell	219	Repeated lateness (following bell)	319	Truancy
	120	Leaving area of instruction without permission	220	Skipping class or being absent from school grounds without permission	320	Deliberate leaving of school grounds during school day
IT Misconduct	121	Non-serious but inappropriate use of IT equipment	221	Inappropriate use of IT (e.g. camera, computer, iPad, smart devices)	321	Inappropriate use of online platforms or social media accounts to defame, threaten, spread gossip or harm others
	122	Electronic devices not handed in before school	222	Violation of Computer Use Policy / Agreement	322	Involvement with illegal material that could harm others or advocates harm
Dress Code	123	Wearing clothing not within dress code guidelines or deliberate not having items of uniform (e.g. hat or shoes)	223	Refusal to comply with dress code (e.g. inappropriate jewellery or piercings)	323	Deliberate refusal to comply with dress code (e.g. wearing items with inappropriate messages)
			224	Deliberately exposing private parts in public spaces	324	Persistent & deliberate nudity and exposing private parts in public spaces
Possible Consequences	<ul style="list-style-type: none"> Time out / Buddy class Sitting out of play for 5-10min on playground Walking with teacher on playground duty 10min classroom detention Natural consequence <p><i>Parent Communication:</i></p> <ul style="list-style-type: none"> Teacher to communicate with parent If 2-3 verbal warnings / time outs given within a 2 week period, teacher to communicate with parent and quietly conference with the student about their behaviour 		<ul style="list-style-type: none"> 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 Restorative practices (e.g. cleaning up mess, written or verbal apology) Possible referral for Tier 2 / 3 support 3 time outs = 1 or 2 lunch time detentions 6 time outs = 1hr in-school suspension <p><i>Parent Communication:</i></p> <ul style="list-style-type: none"> Teacher to communicate with parent (including letter / email home re. time outs & detentions) When 6 time outs occur, teacher to organise a meeting between parent and teacher. Communication book started. 1hr in-school suspension 		<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 10 time outs = ½ day in-school suspension / exceeding 10 may result in an out of school suspension 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 for Tier 2 / 3 support Exclusion – Admin decision ONLY Referral to QPS (or other agency) <p><i>Parent Communication:</i></p> <ul style="list-style-type: none"> Teacher to communicate with parent (including letter / email home re. time outs & detentions) When 10 time outs occur, teacher to organise a meeting between parent, teacher and BAT. Communication book ongoing. ½ day in-school suspension Admin to communicate re. suspension & exclusion 	

Our Correction Process - Classroom

1. School Rule POSTERS must be displayed in EVERY classroom (6 different posters = coloured poster, behaviour ladder poster, detailed rule poster, High 5, High 5 explanation, behaviour focus of the week poster)
2. A time out area must be set up and clearly identified in every classroom
3. Rules must be displayed in time out area
4. Reflection sheets to be used in time out area
5. Use least intrusive corrective strategies
6. Re-teach expected behaviour (consider re-teaching relevant behaviour lessons)
7. A child not following a school rule **MUST** be given a warning accompanied by a reason e.g. J*** you are talking. You are not following the Be a Learner rule.
8. Child's name will be moved on the Behaviour Ladder. Children are not to challenge the teacher about why their name has been moved on the Ladder. It may be necessary to say to the child, that you will discuss their behaviour with them at a later time.
9. If behaviour continues, send the student to the time out area, where they are to complete a reflection sheet to the best of their ability (no more than 10minutes). When the teacher believes the reflection sheet is satisfactorily completed, invite the child to re-join the class. **Teacher MUST reiterate with the child the school rule that needs to be adhered to.** Child is to make up time missed during break time with teacher – **10 min.**
10. If child continues to **NOT** follow the rules then they will be sent to their buddy class for up to **10 min.** (After 10min, the student must be offered the chance to go back to their class). Send another child with them to their buddy teacher and inform the teacher that the student is requiring time out. Child will again need to make up time with teacher at break time. Teacher **MUST** send a letter home to parent if the child has been sent to time out or buddy class. Teachers **MUST** follow up if letter is not returned signed the next day. If a specialist teacher, then they must discuss incident with class teacher to enable them to follow up. Complete section on the reflection form outlining the incident and steps taken. Letters may be emailed home.
11. Process to be repeated if child continues inappropriate behaviour
12. If the child is sent to time out in the buddy class twice in the day, the child will be informed clearly what they need to do in following the school rules or they will be sent to the office. The child may also be clearly informed that the Administration may make the decision to call the student's parents for collection if the behaviour continues. Should the child re-offend when sent to back to class after the second time out to a buddy class, and then child will be sent to the office and may be sent home.
13. Students who need to be sent to their buddy class a number of times during a term, will be referred to the STRIVE team for practical functional behaviour analysis to develop a profile of the child's behaviour with a behaviour plan developed to support them in developing appropriate school behaviour.
14. If a child refuses to go to time out or to their buddy class then the teacher **MUST** give the child a choice – "You can go to time out / buddy class or you can choose for me to call the office and have the Principal or Deputy Principal take you to time out / buddy class / office "

Buddy classes are determined on a yearly basis, dependent on the structural make-up of classes in the school.

Our Re-entry Process – Classroom (What to do after an incident of referral to buddy class or office)

This must be TAUGHT and MODELLED to all students

1. Student to stop, knock at door and wait for the teacher. Teacher needs to acknowledge that the child is there and calmly indicate / ask for the student to take a seat near the door and wait until the teacher is available (no longer than 1 to 2 minutes)
2. Teacher discusses the incident with the student near the door, away from the other students, asking if the student is "ready to be part of the class" and "ready to be a learner". Perhaps discuss what a learner would be doing, look like etc. Explain what will happen if the child does what he/she was doing before – sent to Principal / buddy class / home – **Ensure the child is clear with teacher expectations**
3. If the teacher is satisfied the student genuinely wants to come back in and is ready, accept the child into the room, without any further discussion. (Be the adult and demonstrate your ability to accept the student back into the room, children pick up when they are not welcome).

***** Children tend to succeed if they think someone cares *****

- Teachers will need to have a place near the door for the student to wait
- A sign on the door may be necessary "Stop, Knock, Wait"
- Be ready to accept children back into room, (while you as the teacher may still be upset, use your professional skills and remember that you are the adult and model appropriate behaviour and resilience)

Relating Problem Behaviours to Expected School Behaviour

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected behaviour. One method that staff members might use to achieve this is to have students:

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

Ensuring Consistent Responses to Problem Behaviour

At Logan Reserve, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. The following flowcharts detail the process for responding to behaviour in the classroom and playground. Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied.

Playground Duty Procedures

What is the teacher/aide expected to do?

- Collect / hand over playground duty folder and bag. Folder is located in the staffroom for each duty area.
- Wear a sun safe hat
- ACTIVELY SUPERVISE – move around the area (See Appendix 7 for information on Active Supervision)
- Hand out Gotcha's for children doing the right thing (See Acknowledging appropriate behaviour flowchart)
- Be on time
- Ensure litter is collected in area on duty (Take a plastic bag. It is important that when you are on duty that you demonstrate and model that we all **respect our environment**)
- DO NOT leave the duty area until you are relieved
- At the bell at the end of play time, ensure that all children have left the area before leaving the duty area

BELL PROCEDURES

On the bell (music):-

1. Stop play
2. Leave area to return to classroom
3. Visit to toilet if necessary
4. Have a drink if necessary
5. Line up outside classroom in 2/3 quiet lines
6. On second bell – sitting & silent

Process for referral in the **PLAYGROUND**

1. Warning with redirection
2. Enter name on sheet in playground duty folder
3. If behaviour continues – follow up with time out
4. **Office Referral** – if behaviour continues or is disruptive / violent etc. **Office Referral – complete green referral form**

Bus Duty Procedures

What is expected?

- At 3pm, children catching the bus must report to the office & sit in the covered walkway
- Office staff mark the roll at 3.05 p.m.
- No other children should be in the covered walkway
- Children to sit for the duration of the duty in the covered area. They may read, play cards, talk but NO playing on equipment
- Mobile phones are to remain in bags
- Close to the time of bus arrival, staff member walks students to the covered area.
- Children are to remain seated in the area until the second bus arrives
- Children are to line up when the second bus arrives and taken out to the buses

Bottom Gate Duty Procedures

What is the teacher expected to do?

- Collect playground duty folder and bag. Folder is located in the staffroom for each duty area.
- Wear a sun safe hat NOT a cap and Safety Vest
- Hand out Gotcha's for children doing the right thing (See Acknowledging appropriate behaviour flowchart)
- Be on time
- All children waiting to be picked up by parents must sit in two/three lines in the covered walkway (preferably with other siblings)
- Teacher monitors the arrival of parents, and dismisses child as parent arrives at gate or as child sees parent car arrive walk down either side of the crossing to board the car.

MINOR INCIDENT

Level 1

Managed in situ

DEALING WITH PROBLEM BEHAVIOUR IN THE PLAYGROUND

MAJOR INCIDENT

Level 2 & 3

Managed at the office

Take child aside - Ask the questions:-
1. What were you doing?
(Check to see if there was a reason e.g. someone was doing something to them)

2. What rule were you breaking?

- Be a Learner
- Be Respectful
- Be Safe
- Striving to do their best

Problem solve

- What should you have been doing?
- What are you going to do next time?

Determine consequence
e.g.

- sit out
- pick up rubbish
- practice walking

Enter incident in Duty Folder

ONGOING REVIEW OF PLAYGROUND FOLDER BY DP

NO recorded incidents
BUT
Monitor

YES
3 incidents recorded follow up
by P/DP with detention

NO



YES



Is the behaviour MAJOR or MINOR?
OBSERVE BEHAVIOUR

ENSURE SAFETY
Investigate incident

Write referral using green referral form and send to office. Include details of what happened
Interview children involved

Problem solve

- What should you have been doing?
- What are you going to do next time?

Office to Determine Consequence

Follow documented procedure

Follow through consequence

Complete necessary documentation (including entry on One School)

Repeated offences
FBA and possible
BEHAVIOUR PLAN

MINOR INCIDENT

Level 1

Managed in situ

Observe behaviour

1. Warning – restate the rule
2. Write child's name on white laminated rule and reason e.g. Fred – talking
3. State behaviour required e.g. This is a quiet task – no talking
4. Child continues to disrupt or challenges your redirection – send to time out

Time out

- State rule – e.g. you have continued to disrupt / your challenged my instruction
- Complete reflection sheet

5 mins Prep – Year 3
10 Minutes Year 4 to 7

Invite child to return to desk when instructed by teacher

Consequence

- Complete work missed during lunchtime

Complete section on reflection form

File

NO previous misdemeanours	YES
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File	Send the 3 referral forms to the office
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NO

DEALING WITH PROBLEM BEHAVIOUR In THE CLASSROOM

Is the behaviour MAJOR or MINOR? OBSERVE BEHAVIOUR

YES

MAJOR INCIDENT

Level 2 & 3

Managed at the office

ENSURE SAFETY

Write referral and send to office
Include details of what happened

Problem solve

Office to Determine Consequence

Follow documented procedure

Follow through consequence

Complete necessary documentation (including entry on One School)

Repeated offences
BEHAVIOUR PLAN

6. Raising A Concern

During a child's school years, there may come a time where parents and carers may wish to raise a concern with regards to behaviour management and education. At Logan Reserve State School we are committed to ensuring that all concerns are dealt with in a fair and equitable manner. There are processes and support structures in place to enable families and students to work through any issues they may have.

When raising a concern, it is in the best interest of complaint resolution to ensure that parents and carers:

- Provide complete and factual information in a timely manner;
- Deliver the concern in a non-threatening and non-abusive manner;
- Never make frivolous or vexatious complaints or include deliberately false or misleading information;
- Don't expect that a child or staff member's privacy may be breached;
- Don't expect that the school is responsible for the behaviour of other parents beyond the school premises.

Parents and carers should be aware that in raising a concern about a staff member, that in most instances the staff member will be told of the concern and offered the right of reply. Parents and carers also have the right to have a support person to participate throughout the process.

If the concern relates to suspected official misconduct or criminal activity then the concern should be directly raised with the Queensland Police Service or to the Crime and Misconduct Commission.

Procedures for Raising a Concern:

1. **Discuss the concern with the class teacher**

If the concern is with the class teacher or relates to an issue concerning the child's experience at school, make an appointment with that teacher as soon as possible. Share the information about the problem with the teacher. Give the teacher an opportunity to talk about all they know of the incident or problem. Together, the family and teacher should then take steps to resolve the problem at this level. The teacher may provide a record of the concern and any outcomes to the Principal.

2. **Discuss the concern with Administration**

Where the teacher has been approached as per Step 1, but the issue remains unresolved, make an appointment with a member of the Administration team to discuss the issue further. Alternatively, the teacher and family may agree to ask a member of the Admin team to assist with resolution. If the concern is related to the school more generally, it should be raised with the Principal or Deputy Principal.

Due to the nature of schools and classrooms, concerns will be addressed in a timely manner but may not be able to be resolved immediately. Information may need to be gathered from a number of sources, which may take time. Classroom teachers have a primary responsibility to their class and therefore may not be available at certain times of the day. Appointments are encouraged and can be made directly with the teacher or via the Office. Email contact or responses may not be immediately provided and may be responded to during times of the day without direct student contact.

Parents and carers may also contact Regional Office or the Education Department in some circumstances with their concerns.

7. Emergency or Critical Incident Responses

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

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

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Please see school Emergency Management and Critical Incident Plan for further information.

Basic Defusing Strategies

Avoid escalating the problem behaviour

Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment

Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally

Approach the student in a non-threatening manner

Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates

Follow through

If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour

Debrief

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Logan Reserve's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

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

School staff may be trained in Management of Actual and Potential Aggression in order to facilitate responses to a critical incident or severe problem behaviour.

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The process can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

8. 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 through the use of a Passport. The Passport requires the daily signatures of staff members in the lead up to the off-campus activity.

Students may be at risk of being 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 student 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.

9. Network of Student Support

Students at Logan Reserve are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Administration Staff
- Behaviour Support Teacher
- Guidance Officer
- Advisory Visiting Teachers
- STRIVE team
- Regional Behaviour Support Personnel

See Appendix 10 for Logan Support networks

10. Consideration of Individual Circumstances

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

Logan Reserve considers the individual circumstances of students when applying support and consequences by:

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

Consequences for breaking rules or breaching the school's Responsible Behaviour Plan vary according to a number of factors which may include:

- age of the child
- individual student circumstances e.g. disability
- 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

11. Related Legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

12. Related Policies & Procedures

- Statement of Expectations for a disciplined school environment Policy
- Safe, Supportive & Disciplined School Environment
- Inclusive Education
- Supporting Student Health & Wellbeing in Queensland State Schools
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

13. Some Related Resources

- National Safe Schools Framework
- Working Together Resources for Schools
- Cybersafety and schools resources
- Bullying. No Way!
- Take A Stand Together
- Safe Schools Hub
- Code of Conduct for School Students Travelling on Buses
- Positive Behaviour for Learning Support
- Learning and Wellbeing Framework
- KidsMatter

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from 1/1/2019 to 31/12/2019

The Use of Personal Technology Devices (Electronic Devices) and Social Media

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices and interacting on the internet, particularly through the use of social media.

Statement of Intent

In making reasonable rules about what students can and cannot bring to school, schools can ban anything that is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students. The use of mobile phones, other electronic equipment (including those with Bluetooth functionality) and social media by students at school and outside of school, if unmonitored, can become disruptive.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, iPads, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline. Mobile Phones and personal technology devices must be handed in at the office every day with parents sending a letter requesting and informing the school of their permission for the child to have a mobile phone at school. The use of Smart Watches is actively discouraged. If a Smart Watch is approved for use by the Principal, its use must be in Flight Mode during the school day.

Certain Personal Technology Devices Allowed At School

Under some individual circumstances, a student may be required to have a personal technology device on their person throughout the school day (e.g. mobile phone for Blood Glucose Monitoring for a student with diabetes). Individual circumstances for students requiring personal technology devices for use at school must first be discussed with the Principal. Those devices allowed at school must only be used for their intended purpose at school (e.g. mobile phone for Blood Glucose monitoring only allowed for this purpose during school time, not for playing online games).

Confiscation

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

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

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

Recording Voice and Images

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

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading, social media etc); and/or,
- knowingly being a subject of a recording

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

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

Text communication

The sending of text messages (via various message services such as iMessage, Snapchat, Instagram, Facebook Messenger) that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office and QPS. Messages received at home should similarly be reported to QPS and the eSafety Commissioner.

Social media

Students at Logan Reserve State School increasingly access social media platforms to communicate with each other outside of the school environment. Students, parents and staff at Logan Reserve have a shared responsibility to:

- promote positive online relationships that respect individual differences in the school community
- acknowledge their responsibility as role models of positive and respectful online behaviours
- abide by the Terms and Conditions for social media platforms, in particular the age restrictions and age requirements for social media platforms
- report incidents of cyberbullying or cyber-aggression on social media using the built in reporting processes on the platform, along with reporting to QPS and the school or eSafety Commissioner
- Not breach the privacy of students and staff by sharing name, birth dates, addresses, telephone numbers, locations or school to the wider community unless consent has been provided by the individual in question
- Not to post inappropriate, defamatory or unauthorised photos, comments, memes or videos of members of the school community or about the school that may impinge on the good order, management and reputation of the school and its members
- Not to post personal communication in someone else's name
- Respect the privacy of school employees
- Not use social media to incite or inflame violence
- Not use social media to exclude or escalate social conflicts between students or disseminate gossip or rumour

Students at Logan Reserve SS are provided with explicit lessons on the appropriate use of social media and technology. The consequences of inappropriate use of social media, technology devices or online services will be in-line with the Responsible Behaviour Plan and in some circumstances, information may be passed on to QPS, the service providers of social media platforms, or the E-Safety Commissioner. Logan Reserve SS will tailor sanctions and disciplinary actions in relation to students who meet specific concerns related to the breach of this policy and will assist students to develop the self-discipline and other skills necessary to behave appropriately when using social media platforms.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Social media platforms may include (but are not limited to): Snapchat, Instagram, Facebook, Facebook Messenger, WhatsApp, Music.ly, Pinterest, YouTube, Twitter, Tumblr.

If inappropriate online behaviour impacts on the good order and management of the school, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may make a report to police for further investigation.

Logan Reserve State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact on the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Some inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

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

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

RATIONALE

Logan Reserve strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- Raising achievement and attendance
- Promoting equality and diversity and
- Ensuring the safety and well-being of all members of the school community.

SCHOOL COMMUNITY BELIEFS ABOUT BULLYING

It is important that students, staff and parents / carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Logan Reserve State School. We believe that:

- There is no place for bullying at Logan Reserve. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
- At Logan Reserve there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.
- Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. When dealing with bullying the use of bully, bullied and bystander shall be used. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
- The anti-bullying procedures at Logan Reserve are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

What is Bullying?

- Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and / or psychological harm
- It can involve an individual or a group misusing their power over one or more persons
- Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert)
- Bullying in any form or for any reason can have long-term effects on those involved, including bystanders
- Single incidents and conflicts or fights between equals, whether in person or online are not defined as bullying

At Logan Reserve State School, a bully is a person who deliberately and repeatedly tries to hurt others over time by:

- Making them feel uncomfortable
- Hurting them by kicking, hitting, pushing, tripping, touching or taking personal belongings
- Name calling including taunting, mocking, making offensive comments
- Spreading lies and rumours
- Not including others
- Writing hurtful or untrue things via text message, email or social media, or graffiti
- Gossiping

- Saying or doing hurtful things because of a person's country, culture, skin colour, gender preference, religion, disability, appearance or health condition,
- Deliberately attempting to get another person into trouble

Types of Bullying

- Verbal or written abuse – such as targeted name-calling or jokes, displaying offensive posters
- Violence – including threats of violence
- Sexual harassment – unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
- Homophobia – and other hostile behaviour towards students relating to gender and sexuality
- Discrimination including racial discrimination – treating people differently because of their identity
- Cyberbullying – bullying through information and communication technologies including social media

What Bullying is not

- Single incidents or conflicts between students
- Accidents where no intention to harm occurred
- Not liking someone. Not everyone will get along and in most social situations we will not like everyone in the room. However, not liking someone is not bullying. Not liking someone becomes bullying if sustained instances of harm over time occur
- Making other students play things a certain way. It is natural for children to want things done their way or to become upset when someone is not playing the way they wish or when they don't get their own way
- Choosing to play with a different group or groups of people from time to time
- Mutual conflict which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation

EDUCATIONAL / PREVENTION PROGRAMS

All staff and students need safe, supportive environments in which to learn. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. Our Wellbeing & Health curriculum, including KidsMatter Social Emotional Learning (SEL), Positive Behaviour for Learning (PBL) and ACARA Health curriculum are employed to ensure a consistent, comprehensive and evidence based approach to learning and wellbeing.

Positive Behaviour for Learning

A whole school approach to creating a safe and supportive environment by providing an evidence-based framework that schools can use to analyse and improve their behaviour and learning outcomes. Social skills and behaviour expectations are explicitly taught across the school. The key components of PBL are:

- All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

KidsMatter (Be You) Social Emotional Learning

KidsMatter Primary (Be You) is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. KidsMatter Primary provides the proven methods, tools and support to help schools work with parents and carers, health services and the wider community to nurture happy, balanced kids.

Effective social skills and positive relationships are a key component of the KidsMatter framework. At Logan Reserve State School we promote effective social skills and positive relationships through a weekly social

and emotional learning lesson that is taught beside the weekly PBL behaviour lesson. This program is designed specifically for the students at Logan Reserve State School, drawing from the Daniel Morcombe Curriculum, Bullying No Way materials, and eSmart materials. While sitting inside the Health curriculum, our social emotional learning program develops the 5 key social-emotional competencies identified by CASEL.

- **Self-Management:** The ability to successfully regulate one’s emotions, thoughts and behaviours in different situations
- **Self-Awareness:** The ability to accurately recognise one’s own emotions, thoughts and behaviours and how these influence behaviour
- **Social Awareness:** The ability to take the perspective of and empathise with others including those from diverse backgrounds and culture
- **Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups
- **Responsible Decision-Making:** The ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns and social norms.

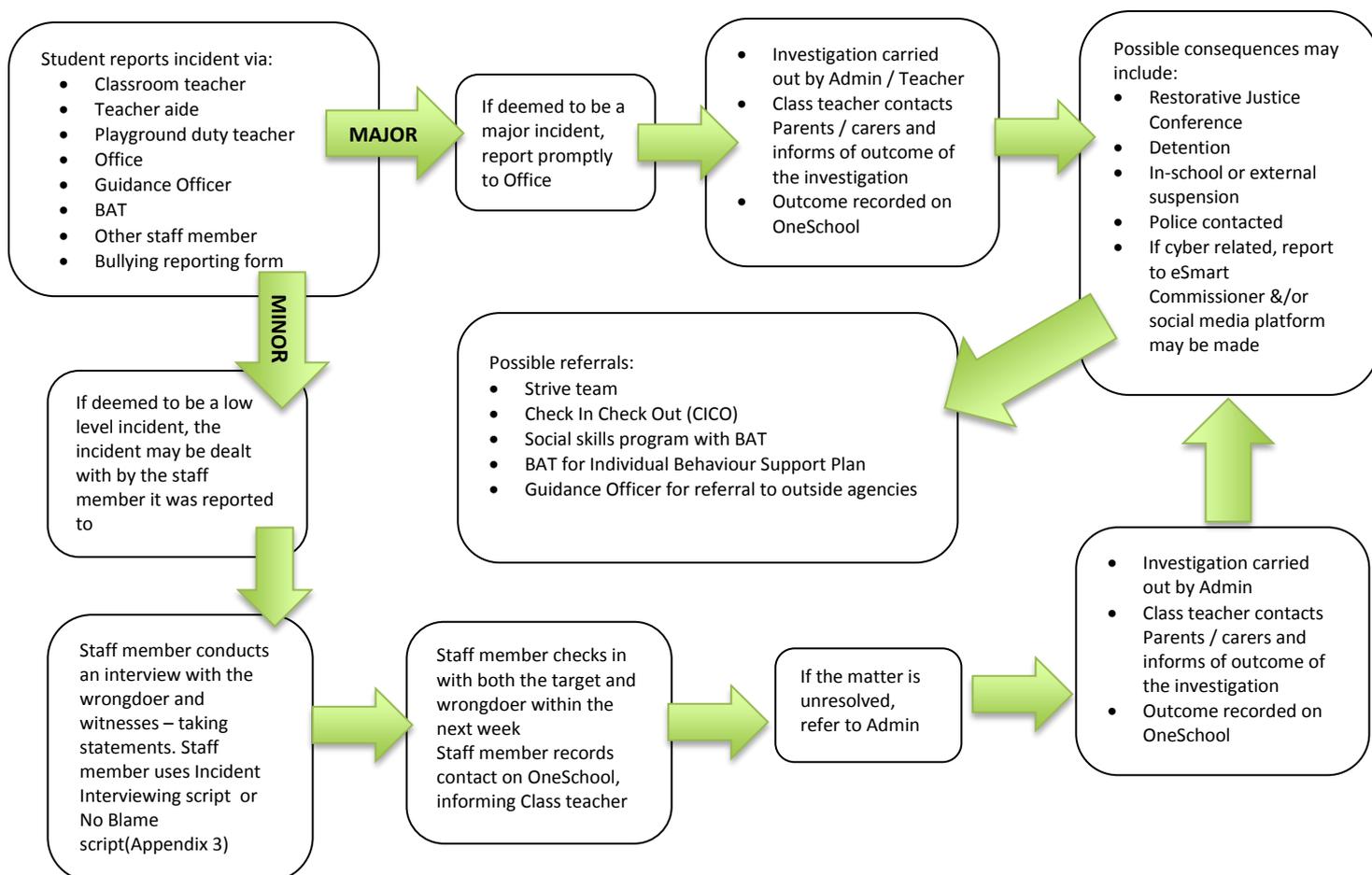
Logan Reserve uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify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

REPORTING, RESPONDING AND MONITORING BULLYING BEHAVIOUR

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for the targets of bullying and perpetrators and/or disciplinary measures.

See flowchart below for the response to bullying procedures. The response will be dependent on whether or not the bullying is deemed to be major or minor.

At Logan Reserve State School we support targets and perpetrators by engaging in No Blame conversations and a Restorative Practices approach, along with possible referral to school support services.



Appendix 3

Incident (Bullying) Interviewing Script

Step 1: Set the Stage for Win-Win Outcomes	
<ul style="list-style-type: none"> ▪ Listen to each child’s point of view ▪ Give children space to cool off and time to respond ▪ Make sure to interview each child involved and witnesses – don’t go by what you are first told or see ▪ Practice active listening ▪ Use a respectful and calm tone ▪ Don’t insist on eye contact ▪ Use non-verbal and verbal cues to show you are really listening 	<ul style="list-style-type: none"> • What’s the problem here? • Tell me what the problem is • What happened first? What happened next? • Who was involved? Who else saw what happened? • Where did this happen? • When did this happen? • How often does this happen? • Is anyone hurt? • I’m not sure what happened. Can you explain it to me? • I’m going to listen to X first and then I’m going to listen to Y. Each of you needs to be quiet while the other person is talking. You’ll both get a turn to tell me what the problem is. • I’m sure if we talk about it we can sort it out
Step 2: Children State Own Concerns & Needs	
<ul style="list-style-type: none"> ▪ Have each child explain their understanding of the situation ▪ Avoid letting the children blame each other ▪ Give each child space to explain without interruptions from other children 	<ul style="list-style-type: none"> • What are you most concerned about? • What do you want or need? • What are you most upset about? • How do you feel? • How did this make you feel?
Step 3: Help Children Listen to Each Other	
<ul style="list-style-type: none"> ▪ Show the children that you understand both points of view ▪ Re-state the problem ▪ Clarify any points that do not make sense 	<ul style="list-style-type: none"> • I can understand why that would upset you • So you both wanted ... • So the main problem is ...
Step 4: Seek Solutions	
<ul style="list-style-type: none"> ▪ Ask all students involved for possible solutions to the problem ▪ Avoid solutions that involve severe or over-the-top consequences ▪ Seek solutions that relate to the school rules 	<ul style="list-style-type: none"> • Let’s think of three things we could do to solve the problem • How can we resolve this?
Step 5: Build a Solution	
<ul style="list-style-type: none"> ▪ Help the children sort through the list of solutions 	<ul style="list-style-type: none"> • Which solution do you think can work? • Which option can we make work together? • What are you going to do next time?
Step 6: Put Solution Into Action	
<ul style="list-style-type: none"> ▪ Put the solution into action ▪ Follow through with what is agreed on ▪ Praise and support students 	<ul style="list-style-type: none"> • This is what we’ve agreed ... • The consequences will be ...

No Blame Interview for Suspected Bullies and Bystanders

1. *I hear you've been giving _____ a hard time*

OR, for those who deny or are bystanders.....

I hear you've been around when _____ has been given a hard time. Can you tell some more about that?

2. *So you agree that _____ is having a hard time?*

3. *_____ is so upset by what's been happening that he/she doesn't like coming to school (describe the targeted student's experience).*

4. *Did you know that our school has a policy on bullying? We take this sort of thing very seriously. You are not in trouble and we are not blaming you, but _____ has a right to be happy and safe school, as you do.*

5. *What can you do about it? Do you have any suggestions?*

If none are forthcoming, proceed to 6.

6. *Would you like me to make a suggestion?*

One thing you could do might be

7. *We'll meet in a week to see how things have changed.*

Developed by Barbara Maines & George Robinson

Attendance Policy

Rationale

All schools in Queensland are committed to providing safe, disciplined and supportive learning environments that address student educational needs.

Logan Reserve State School expects students to attend school every day unless there is a reasonable excuse. Research has shown strong evidence confirming the link between school achievement and attendance. Whilst Logan Reserve State School acknowledges that at times, absences are unavoidable due to ill health, enforced school disciplinary absences or the like; some absences are not. It is the avoidable days that we aim to reduce. The short-term effects of high absences that can be observed within the school environment may include lower academic outcomes, social differences and possible disengagement.

At Logan Reserve State School we acknowledge that the primary responsibility for a student's attendance at school rests with the parents or carers, however we believe that our school can have a positive influence on student attendance. This influence can be achieved by promoting the value of school attendance and supporting students and families to deal with barriers to school attendance where possible.

Logan Reserve State School's Attendance Policy aims to ensure our average attendance data is 95% or higher. We aim to focus on Schoolwide processes to positively encourage attendance and then provide support to those families who are falling below school expectations.

Community beliefs about the importance of attending school

It is important that students, staff and parents have a shared understanding of the importance of attending school. Our school:

- Is committed to promoting key messages of Every Day Counts
- Believes all children should be enrolled at school and attend school all day, every school day
- Monitors, communicates, and implements strategies to improve regular school attendance
- Believes truancy can place a student in unsafe situations and impact on their future employability and life choices
- Believes that students who need to stay at home (e.g. due to illness) must be adequately supervised by a parent or carer
- Believes attendance at school is the responsibility of everyone in the school community

Responsibilities

School responsibilities:

- Monitor and identify student absences as outlined in SMS-PR-036: Roll Marking In State Schools
- Follow up absences quickly and address absence issues with parents and carers
- Follow DET policy and procedures for enforcing enrolment and attendance in SMS-PR-043 Managing Student Absences and Enforcing Enrolment and Attendance at State School
- Provide exemptions from compulsory schooling when approved by the Principal

Student responsibilities:

- Attend school every day unless there is an acceptable reason for an absence
- Make every day count in their learning

Parent responsibilities:

- Ensure that their child attends school every day
- Ensure that their child arrives on time each day
- Contact the school prior to any planned absence or on the day of the absence
- To apply for an *exemption from compulsory schooling* when lengthy absences are planned

Strategies / Responses to Absences

At Logan Reserve State School we promote 100% attendance by:

School-wide Strategies:

- Development of a safe and supportive school environment that promotes positive relationships, including the implementation of programs to develop social skills and to provide support mechanisms for families (e.g. Family & Child Connect)
- Communication with parents about their child's attendance
- Positive reward systems for students
- Consistently recording and following up on unexplained absences (text messages on the day and/or follow up calls for unexplained absences)
- Monitoring of student's attendance data to identify absenteeism trends and individual students with high levels of absenteeism
- Promote high expectations for school attendance by providing information about attendance to parents via the school newsletter, assembly etc
- Discussion of the LRSS Attendance Policy at Information sessions and with the P&C
- Same day monitoring of students-in-out-of-home care

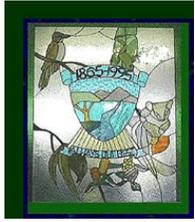
Targeted & Intensive Strategies for high & chronic levels of school absence:

- See flow-chart below for management of absences
- When high levels and chronic absences are identified by the school team, the parents / carers are invited to meet with the school team to devise an Individual Attendance Plan. This plan may include referrals to external agencies to support the family if appropriate
- Completion of the formal processes as per DET policy up to and including referral by the Director General for prosecution under the Education (General Provisions) Act may also occur at this stage.

Reporting and Monitoring Attendance

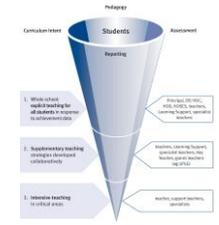
At Logan Reserve State School reports of absence or truanting are taken seriously. Students, parents, members of the community and school staff may report an absence in the following ways:

- Via phone – to the Office
- Email to class teacher or to the Office
- Letter to class teacher or to the Office
- Return text message to the Office



Logan Reserve State School

Strive Team



STRIVE TEAM SUPPORT REFERRAL PROCESS

Level	Focus – the who!	Action Required	Academic	Social / Emotional	Behaviour
1	Student	<ul style="list-style-type: none"> • Student is self-regulating • Teacher uses 10 Essential Skills • Student participates in Goal Setting procedures with teacher 	<ul style="list-style-type: none"> • Is a child rating as a Sound or above? • What data do you already have? e.g. NAPLAN, probe/pm, Burt sight words, words their way, South Australian Spelling etc. 	<ul style="list-style-type: none"> • Supportive Classroom Environment • Games Factory • KidsMatter 	<ul style="list-style-type: none"> • Explicit teaching of PBL weekly focus • Whole school reward system & consequence system
2	Student Teacher	<ul style="list-style-type: none"> • Teacher to assist student to manage learning, social and/or behavioural skills • Teacher undertakes observations & makes anecdotal records • Teacher uses 10 Essential Skills • Student and teacher monitor goal setting more intensely • Teacher checks One School for information – Specific Educational Requirements tab (Support Provisions & Referrals sub-sections) 	<ul style="list-style-type: none"> • What data has already been collected? • Have you collected data for at least a 2/3 week period? • Have you discussed your concerns with the parents? • Have you discussed concerns and gained ideas from teaching staff? • What adjustments or modifications have you provided for the student – in relation to his/her learning? • What are the student's strengths? • How does the student like to learn? • Are you differentiating appropriately? • What data is available? One School, GO file 	<ul style="list-style-type: none"> • Do you know of harm or suspect risk of harm? (Physical abuse, sexual abuse, neglect, emotional abuse) – inform Principal immediately • Have you made notes of your observations or knowledge of disclosure – does the situation persist over time? • If applicable – have you discussed your concerns with the parents? • Have you discussed concerns and gained ideas from teaching staff? • Are there certain 'triggers' you have noticed that may impact on behaviours? • Have you discussed your concerns with the student? • What data is available? One School, GO file • Are you differentiating appropriately? 	<ul style="list-style-type: none"> • Have you discussed your concerns with parents? • Have you discussed concerns and gained ideas from teaching staff? • What data is available? One School, Playground Folders, Time out and Buddy class • Do you have established routines, visual timetable, seating arrangements? • Does your classroom environment make clear your expectations & consequences? • Do you give clear, specific instructions? • Do you follow through with the school management plan? • Do you make frequent use of descriptive encouragers / use a range of reinforcers? • Do you model, teach, and reinforce appropriate behaviours? • Do you have realistic expectations of students? • What adjustments or modifications have you provided? Are you differentiating appropriately?

				<ul style="list-style-type: none"> How is the student operating socially and emotionally? 	
If concerns are ongoing (over a 2/3 week period), proceed to the next level of intervention:					
3	Student Teacher Parent	<ul style="list-style-type: none"> Teacher contacts parents to organize a meeting to elicit further information e.g. medical checks, vision / hearing checks? Are there any changes in the home environment? Teacher to check attendance Record meeting on One School under Contacts 	<ul style="list-style-type: none"> Teacher and parents identify and monitor academic goals – this may be done with support of a member of the STRIVE team 	<ul style="list-style-type: none"> Do you know of harm or suspect risk of harm? (Physical abuse, sexual abuse, neglect, emotional abuse) – inform Principal immediately Teacher and parents work together to identify / teach and monitor / reward behaviour or social/emotional goals – important for student to self-monitor to develop self-regulatory skills Consider a Communication book, regular phone or email contact What data is available? One School incidents recorded 	
If concerns are ongoing – decide if you require Individual Student Support or Classroom Problem Solving Support:					
<ul style="list-style-type: none"> Individual Student Support - no or minimal improvement in academic, social/emotional, behaviour progress OR continued performance that may indicate giftedness Classroom Problem Solving Support - support to solve a whole classroom behaviour issue or assistance with classroom behaviour management 					
Complete STRIVE team referral form (Available on One Portal – one form for Prep, one form for Yrs 1 – 6). Submit form to Principal. As a result of referral the following may occur:					
4	Student Teacher Parent STRIVE Team / Admin	<ul style="list-style-type: none"> Teacher submits STRIVE team referral form to principal Student case to be discussed at STRIVE meeting Referral to be recorded on One School Action recorded in minutes Parent permission sought if required 	Academic referral may involve: <ul style="list-style-type: none"> Further data collection Checklists STLaN involvement Referral to SLP Gifted education checklists &/or assessments GO assessments &/or observations Referral to external agencies 	<ul style="list-style-type: none"> Do you know of harm or suspect risk of harm? (Physical abuse, sexual abuse, neglect, emotional abuse) – inform Principal immediately Social/Emotional referral may involve: <ul style="list-style-type: none"> Further data collection Checklists GO assessments &/or observations Referral to external agencies Proposing verification through EAP process (may involve TAEA) Individual Education Program or Educational Support Plan Mental Health Plan Individual Health Management Plan 	Behaviour referral may involve: <ul style="list-style-type: none"> Functional Behaviour Assessment Tier 2 or Tier 3 intervention (Classroom Problem Solving Support) Individual Behaviour Management Plan GO assessments &/or observations Referral to external agencies Proposing verification through EAP process (may involve TAEA) Curriculum adjustments Individual Education Program or Educational Support Plan Risk Management Plans Mental Health Plan Negotiated Education Plan Modified attendance Referral to AEP or PLC
5	Student Teacher Parent STRIVE Team / Admin External Agencies	<ul style="list-style-type: none"> Case Management approach with appropriate support personnel to meet student needs. Support personnel may record information under One School Specific Educational Requirements tab 	<ul style="list-style-type: none"> Proposing verification through EAP process (may involve TAEA) Curriculum adjustments Individual Education Program or Educational Support Plan 		

STRIVE Team members – Principal, Deputy Principal, Guidance Officer, SEP Teacher, BAT teacher, Support Teachers – Literacy and Numeracy

Appendix 6

LRSS BEHAVIOUR REFERRAL FORM – 2019 Update



Date: _____ **Time:** _____ **Staff Investigating:** _____

Students Involved (only name those involved in the misconduct):

Name (First & Last Name)	Class	Level (circle) 1 Minor 2-3 Major	Detention Dates (enter as completed)	Detention Letter emailed (Level 2-3 only)	Entered on OneSchool
		1 2 3			
		1 2 3			
		1 2 3			
		1 2 3			

Possible Consequences: (see Consequence Grid for further details)

Level 1 – Detention 5-10 min with staff member – teacher to communicate with parent

Level 2 – Staff investigate, Office referral – 1 or 2 major detentions 20 min each, Office to enter on One School, detention email, teacher to communicate with parent

Level 3 – Staff to do initial investigation, Admin follow-up, Office referral, Office to enter on One School, teacher / Admin or teacher to communicate with parent

Location:

- Oval / Netball & Tennis
 Classroom
 Prep Playground
 Undercover Area
 Library
 Playground - fort
 Courts
 Specialist Lesson (e.g. Lab)
 Toilets
 Bus / Car park duty
 Environmental Area
 Hall
 Other: _____

Incident Details (What happened? Include details of staff investigation. Remember Antecedent – Behaviour – Consequence):

Please attach any statements from students involved or witnesses along with details of any investigation

Bystanders / Witnesses / Other Students involved (not requiring a consequence):

Rule Broken:

- To be a Learner
 To be Respectful
 To be Safe

Category of Behaviour:

Major / Initiating Behaviour Category (select only one):

- | | | | |
|---|-----|-----|-----|
| <input type="checkbox"/> Verbal Misconduct | 101 | 201 | 301 |
| | 102 | 202 | 302 |
| | 103 | 203 | 303 |
| | | 204 | 304 |
| <input type="checkbox"/> Physical Misconduct | 105 | 205 | 305 |
| | 106 | 206 | 306 |
| | 107 | 207 | 307 |
| <input type="checkbox"/> Bullying / Harassment | 108 | 208 | 308 |
| <input type="checkbox"/> Property Misconduct | 109 | 209 | 309 |
| | 110 | 210 | 310 |
| | 111 | 211 | 311 |
| | 112 | 212 | |
| <input type="checkbox"/> Prohibited Item / Substance Misuse | 113 | 213 | 313 |
| <input type="checkbox"/> Disruptive | 114 | 214 | 314 |
| <input type="checkbox"/> Refusal to participate / Noncompliance / Defiant | 115 | 215 | 315 |
| | 116 | 216 | 316 |
| <input type="checkbox"/> Lying / Cheating | 117 | 217 | |
| | | 218 | |
| <input type="checkbox"/> Truancy / skip class / late / leaving area | 119 | 219 | 319 |
| | 120 | 220 | 320 |
| <input type="checkbox"/> IT Misconduct | 121 | 221 | 321 |
| | 122 | 222 | 322 |
| <input type="checkbox"/> Dress code | 123 | 223 | 323 |
| | | 224 | 324 |

Secondary Behaviour Category (select as many as required):

- Verbal Misconduct
 Physical Misconduct
 Bullying / Harassment
 Property Misconduct
 Prohibited Item / Substance Misuse
 Disruptive
 Refusal to participate / Noncompliance / Defiant
 Lying / Cheating
 Truancy / skip class / late / leaving area
 IT Misconduct
 Dress code

Motivation:

- Escape / Avoid a person, thing or event
 Gain / Access a person, thing or event
 Don't know

Active Supervision

Active supervision is a proactive approach used in school settings to monitor large areas in order to ensure safety and reduce problem behaviours. It allows for staff to support and reinforce appropriate behaviour by scanning and moving around the area.

Main Components:

- Directly teach expected behaviours and routines for specific non-classroom and classroom settings
- Pre-correct, remind and prompt expected behaviour and routine before moving to a particular environment
- Actively supervise by continuously moving, scanning area, and interacting with as many different students as possible
- Provide specific acknowledgement and contextually appropriate positive reinforcement for displays of expected behaviour and routines

Active Supervision involves:

- Moving
 - Target known problem areas
 - Vary patterns of movement in the area
- Scanning
 - Maintain constant visual movement
 - Look at students' behaviour
 - Look at the big picture
 - Identify & attend to signs that are typically associated with negative behaviour
 - Listen
 - Recognise potential trouble spots
 - Recognise situations that may precede problem behaviour
 - Set & readjust physical boundaries
 - Identify areas that may not easily be seen
 - Know your students
 - Minimize time spent with problem behaviour
- Positive Contact
 - Actively project a friendly, open, helpful demeanour
 - Provide friendly reminders
- Positive Reinforcement
 - Deliver reinforcement immediately
 - Four positive comments to one negative
 - Describe the positive behaviour
- "On the spot" teaching of social skills
- Immediate consequences for negative behaviour

Remember, a direct relationship exists between teacher proximity and student behaviour. When proximity is combined with regular monitoring and positive feedback, students learn about the expectations and the consequences that are associated with their behaviour. Physical movement through the environment serves as a deterrent to inappropriate behaviour and as an opportunity to reinforce appropriate behaviour.

**LOGAN RESERVE STATE SCHOOL
INCIDENT REPORT**

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where were staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

Debriefing Report

Formal debriefing should be led by a staff member who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

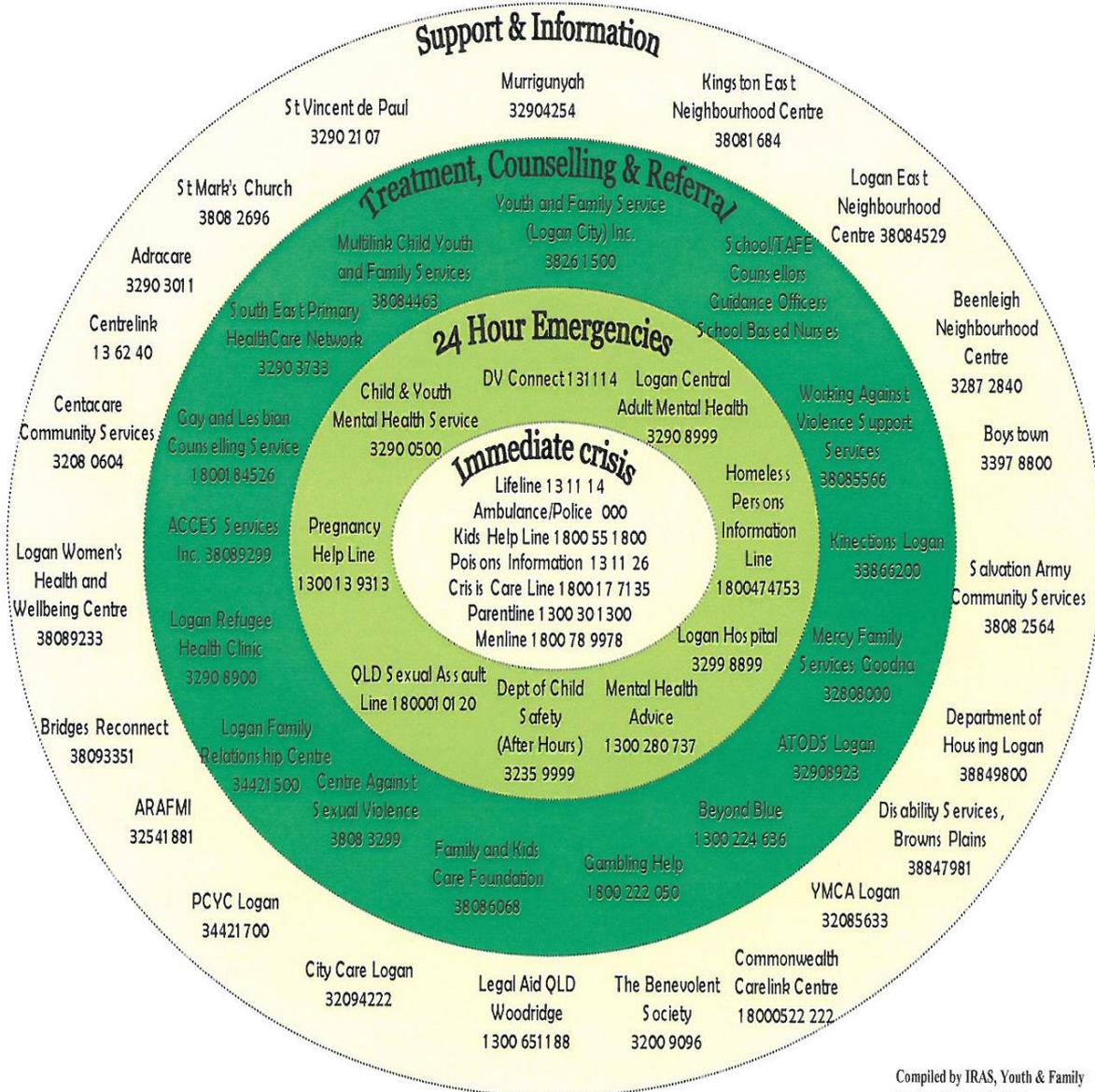
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Logan Region Chart of Services for People in Crisis or at Risk of Self Harm



Compiled by IRAS, Youth & Family Services (Logan City) Inc.
 Contact: 3826 1500
 Current as of January 2010