

Logan Village State School

QUALITY – COMMUNITY – IDENTITY

Student Code of Conduct

2026

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education



Purpose

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

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

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

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Endorsement

Principal Name:	Janelle Dickman
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Principal Signature:	
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Date:	6 May 2026
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P&C President Name:	Michelle Wilkie
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P&C President Signature:	
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Date:	6 May 2026
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Principal's Foreword

Introduction

Logan Village State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Logan Village State School has three core values, Quality, Community and Identity:

Quality	We strive for excellence and engagement in teaching and learning with high expectations for all students.
Community	We value all in our school and wider community.
Identity	We identify the needs and abilities of every student, in every lesson, every day to provide a personalised learning approach.

These values were considered when writing this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

We believe that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of detentions, suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Logan Village State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how together, we will support them to meet those expectations.



Janelle Dickman

P&C Statement of Support

The Logan Village State School P&C Committee is proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Janelle Dickman and her team has ensured that parents have had opportunities to contribute to and provide feedback. This involvement is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Logan Village State School Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Any parents who wish to discuss the Logan Village State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the Logan Village State School. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Student Wellbeing and Support Network

Logan Village State School is proud to have a strong Student Support and Wellbeing Team in place to help the social, emotional and physical wellbeing of every student in addition to the assistance provided by class teachers. This team of professionals have dedicated roles to help ensure our school is an inclusive, nurturing environment. This team also work alongside a range of external organisations that are able to liaise with families. For information on how to access these services, please contact the School.

Role	Responsibilities
HOSES	<ul style="list-style-type: none"> • monitors the academic progress, attendance and engagement data, to co-ordinate appropriate intervention for students with diverse needs. • liaises with the Leadership Team and Wellbeing Team. • co-ordinates the Special Needs Action Committee (SNAC).
School Guidance Officers x 2	<ul style="list-style-type: none"> • oversee mental health concerns, student protection, students in Out Of Home Care, complex case management, refer and liaise with external service providers. • liaise with parents, school staff, SNAC and Wellbeing Team as needed. • oversee whole school programs: <ul style="list-style-type: none"> ○ Grow Your Mind ○ Positibe Behaviour for Learning (PBL)
Behavioural Engagement Teachers x 2	<ul style="list-style-type: none"> • provide social/emotional and behavioural support for students. • provide continuity of contact for students and their families. • ensure students feel safe and comfortable and want to come to school. • nurture a sense of belonging to the year level and school.
Academic Engagement Teachers x 3	<ul style="list-style-type: none"> • provide academic support for students to increase engagement. • co-ordinate intervention groups and deliver differentiated support. • support students within 'priority groups' (Eg First Nations, EALD etc) with educational achievement and monitor individual performance plans.

Role	Responsibilities
Chaplain x 1	<ul style="list-style-type: none"> provides support across the whole school community, helps to monitor school wellbeing, is an additional adult role model for students and is involved in parent and community engagement.
Students in Care staff	<ul style="list-style-type: none"> on-site support for students in care.

School Captains

Our 2026 student leaders commit to uphold our school values and the purpose of our Student Code of Conduct throughout their role and example as a leader at Logan Village State School.

School Captain Names	Signatures and Date
1. Quinn Murray	<i>Quinn Murray</i>
2. Knox Howe	<i>KH</i>
3. Van Chappell	<i>van chappell</i>
4. Evie Passmore	<i>Evie Passmore</i>

Whole School Approach to Discipline

In the pursuit of life-long learning, we at Logan Village State School promote and develop a culture of positive behaviour. Through our school wide Positive Behaviour for Learning framework, we aim to achieve social competence and successful academic educational outcomes with the goal of preventing problem behaviours.

At Logan Village State School, we believe in giving all children a great start, engaging young people in learning, creating safe and inclusive environments so that every student can succeed.

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

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



Our school expectations align with the values, principles and expected standards outlined in the Department of Education.

Expected behaviours of students across settings

	ALL AREAS	TOILETS	UNDERCOVER AREAS	PLAY AREAS	LEARNING ENVIRONMENTS	TRANSITIONS	ONLINE
Be Respectful	<ul style="list-style-type: none"> I have positive interactions with staff and peers by speaking kindly. I take responsibility for my own choices. I wear the school uniform correctly. I care for my school by keeping my area tidy and free of rubbish. I follow adult Instructions. 	<ul style="list-style-type: none"> I allow others to use the toilet in private. I use a respectful noise level when using the toilets. 	<ul style="list-style-type: none"> I line up quietly. I eat my own lunch. I sit down to eat my lunch in the designated area. I use a respectful noise level. 	<ul style="list-style-type: none"> I always display appropriate behaviour and I am a good sport. I take turns nicely. 	<ul style="list-style-type: none"> I raise my hand and wait quietly. I show whole body listening. I ask permission to borrow other's belongings. I co-operate with others. 	<ul style="list-style-type: none"> I walk quietly throughout the school respecting the learning of others. I line up quietly outside classrooms. I promptly pack up my belongings. 	<ul style="list-style-type: none"> I communicate with others respectfully online.
Be Responsible	<ul style="list-style-type: none"> I follow directions when asked. I make good choices. I accept consequences without arguing or complaining. I keep areas clean. I exercise good problem solving when needed. I encourage others to join in. 	<ul style="list-style-type: none"> I inform a teacher if the toilets need attention. I inform a teacher if there is a student who is upset in the toilets. I use the toilets responsibly. 	<ul style="list-style-type: none"> I ensure that I place my rubbish in the bin. I wait quietly with my hand up to be released after eating time. I do not run on concreted areas. 	<ul style="list-style-type: none"> I borrow and return sport equipment. I inform a teacher if there is an issue in the game that needs intervention 	<ul style="list-style-type: none"> I remember that I am sharing a learning area with other students. I assist the teacher if he/she requires any help. 	<ul style="list-style-type: none"> I walk responsibly from one area to another keeping my hands and feet to myself. I accept consequences without arguing or complaining. I keep pathways neat and clean. 	<ul style="list-style-type: none"> I post only appropriate content online. I consider the feelings of others before I post anything online.
Be Safe	<ul style="list-style-type: none"> I use my own and school property safely. I keep my hands and feet to myself. I walk safely around the school. I remain in designated areas as instructed. 	<ul style="list-style-type: none"> I wash hands, flush toilet and leave the area tidy. I only enter the toilets if I need to use them. I walk carefully in wet areas. 	<ul style="list-style-type: none"> I put my rubbish in the bin. I put my lunch box back in my bag when I have finished. 	<ul style="list-style-type: none"> I wear my hat every break. I make safe play choices. I play in designated areas when they are open and supervised. I am a solution seeker and do not solve my problems by hurting other students. 	<ul style="list-style-type: none"> I am only in the classroom when a teacher is present. I sit safely where instructed. 	<ul style="list-style-type: none"> I keep to the left when walking on stairways or pathways. I wait for my teacher in two quiet lines. I walk with my class. 	<ul style="list-style-type: none"> I keep usernames and passwords private. I do not enter private information onto online sites.
Be a Learner	<ul style="list-style-type: none"> I follow school routines. I use learning behaviours by: <ul style="list-style-type: none"> being prepared to learn. Being focussed on the task. I am a problem solver. 			<ul style="list-style-type: none"> I follow play bell routines. I follow the instructions of both teacher aides and teachers on duty. 	<ul style="list-style-type: none"> I show resilience and persistence when learning. I allow students to learn to and teachers to teach. I follow classroom rules for learning. 	<ul style="list-style-type: none"> I check that I have all equipment before moving. I return immediately to the classroom. 	<ul style="list-style-type: none"> I learn and follow good etiquette when communicating and sharing information.

Clearly communicated expected behaviours of parents/carers and staff

(Please also refer to the LVSS Parent and Community Code of Conduct)

	What we expect to see from you.	What you can expect from us.
Respectful/ Responsible	Take a positive, solution-focused approach to resolving concerns.	We will nominate a contact person for you to work with to resolve a school related concerns.
	Respectful conversations with all staff. Respectful conversations at home about school staff.	We will model positive behaviours for all students.
	Make an appointment to speak with the relevant staff member to discuss any matters relating to your child allowing teachers to teach during learning times.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
	Respect school, student and staff privacy in your online communications.	We will act in a timely manner to address any of your social media communication that affect staff, students or families.
	Respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
	Recognise people are different and be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
	Approach the class teacher or leadership team if you are concerned about the behaviours of another student, a parent or staff member.	We will work with every family to address any complaints or concerns about the behaviour of staff, students or other parents in a timely manner.
Safe	Ensure that your children attend school on time, every day and notify the school promptly of any absences or contact details.	We will be prepared each day for teaching and learning and communicate with you through appropriate channels.
	Act in accordance with the guidelines of the school and follow directions given by staff.	We will create a safe, supportive and inclusive environment for every student.
	Leave and collect your child from the designated areas at school. Use council drop off zones according to legislation.	We will give clear guidance about a designated area for parents to leave and collect students.
Learners	Support your child to meet the learning and behavioural expectations at school. This includes providing relevant resources/supplies, ensuring adequate food is available and seeking assistance from school when required.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress when required.
	Share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
	Stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use Class Dojo, the school newsletter and email as the primary means of notifying parents about school news, excursions or events.

Consideration of individual circumstances

The student's individual circumstances will be taken into consideration when consequences for inappropriate actions/behaviour are applied. This includes but is not limited to a student's honesty and co-operation during the investigation, behaviour history, disability, diverse needs, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

A positive whole school approach

At LVSS, we understand that everyone needs positive feedback in order to learn and maintain a behaviour or skill. Providing students with positive reinforcement for expected behaviours assists in developing a positive school environment. To fully support students to behave positively, individual, class and whole school reinforcement systems are required and regularly reviewed to ensure effectiveness.

Positive recognition for expected behaviour may include:

Verbal praise	Non-verbal acknowledgements
Earning GOTCHAS (paper token recognition)	Gotcha extrinsic incentives
Tangible rewards	Opportunity to participate in a task/activity/ event
Time with preferred adults or peers	Earning leadership roles
Assigned behaviour levels	End of term Rewards Day event

A crucial component of the Logan Village State School whole school approach to positive behaviour support is our Behaviour Level system that operates across all year levels.

This system is comprised of five behaviour ratings:

A – Excellent attitude and behaviour displayed. A student who consistently models our behaviour expectations. This is an outstanding level to achieve.

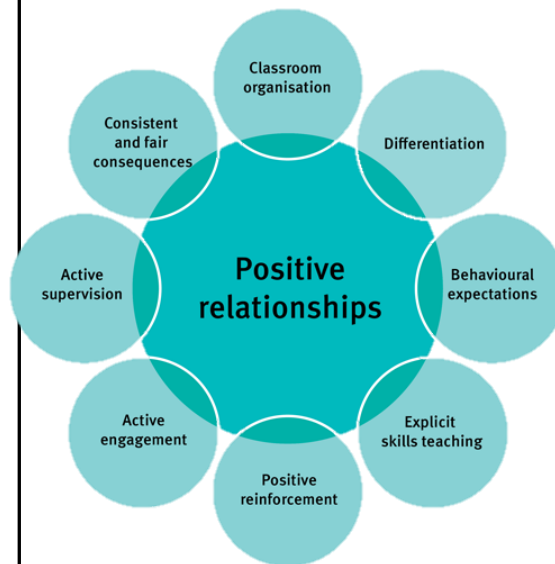
B – Good behaviour and a positive attitude displayed. A student who mostly follows our behaviour expectations. This is a fantastic level to achieve.

C – Appropriate attitude and behaviour displayed. A student who generally follows behaviour expectations with an occasional reminder.

This is an acceptable behaviour level and most children will achieve this level.

D – Inappropriate behaviour and attitude displayed. A student who needs to be reminded frequently (daily) of our expectations for behaviour.

E – Inappropriate behaviour and attitude displayed repeatedly. A student who needs to be reminded multiple times each day of our expectations for behaviour.



Behaviour ratings are communicated to parents and caregivers through the reporting process at the end of each semester.

Please refer below to the LVSS Behaviour Criteria Sheet for ratings A, B, C, D & E behaviours.

Please note: Student attendance at school events, excursions and camps is subject to a leadership decision for all students.

For students with disability (physical, cognitive, sensory, social/emotional) where behaviour is individually managed through an IBMP, a modified standard of behaviour may be developed in consultation with relevant stakeholders.



LVSS Behaviour Criteria Sheet

RESPECTFUL, RESPONSIBLE, SAFE, LEARNER



ALL AREAS includes – Classroom, Specialist Lessons, Library, Hall, Toilet blocks, Eating Areas, Lining Up Areas, Stairwells, Play Areas (oval / playgrounds / undercover), Pathways, Tuckshop, Office		Student <i>displays these expectations....</i>						
		Consistently without reminders	Frequently with minimal reminders	Mostly & sometimes needs a reminder	At times & frequently needs reminders	Rarely & constantly needs reminders		
		A	B	C	D	E		
Be RESPECTFUL	All Areas	* I listen politely to adults and other students (also when solving problems or in conflict situations)						
		* I speak respectfully (use manners and kind or positive language) to adults and other students (knocking / saying excuse me / greetings)						
		* I show respect for others (respect their personal space, respect their privacy in toilets, respect their position in a line & knock before entering a room)						
		* I show respect for property and the environment (ask permission to use things, look after equipment, tidy up & put rubbish in bins)						
		* I play fairly and by the rules (class games and during play time)						
		* I am inclusive of others (in class and at play breaks)						
		* I allow others to learn and adults to teach (stay on task and raise my hand to speak)						
Be RESPONSIBLE	All Areas	* I follow directions appropriately and promptly						
		* I accept responsibility for my actions (apologise when I am in the wrong) and learn from my mistakes (resilience)						
		* I wear my uniform, hat and shoes (and label my clothing items)						
		* I make sensible choices (inside and outside of classroom)						
		* I arrive to class/line on time and wait quietly and sensibly						
		* I am honest and take responsibility for my actions						
		* I use calming strategies when I am upset or angry						
Be SAFE	All Areas	* I solve problems / conflicts safely (keep hands, feet & objects to myself)						
		* I stay in assigned areas (in my classroom, sit at eating time & stay in play areas – not out of bounds)						
		* I walk inside and on concrete areas						
		* I use all equipment safely and appropriately eg. furniture, learning materials and sports equipment. (Sit sensibly on my chair, carry sharp objects with care eg. Scissors, use sports equipment sensibly and in appropriate areas)						
Be a LEARNER	Learning spaces	* I have my equipment labelled, organised and ready on time for learning						
		* I use whole body listening (active listening)						
		* I have a go and complete my work to the best of my ability						
		* I ask for help when I do not understand a task						
		* I use my time appropriately (ignore distractions, focus on work)						
		* I set goals and work towards achieving them						

Differentiated and Explicit Teaching

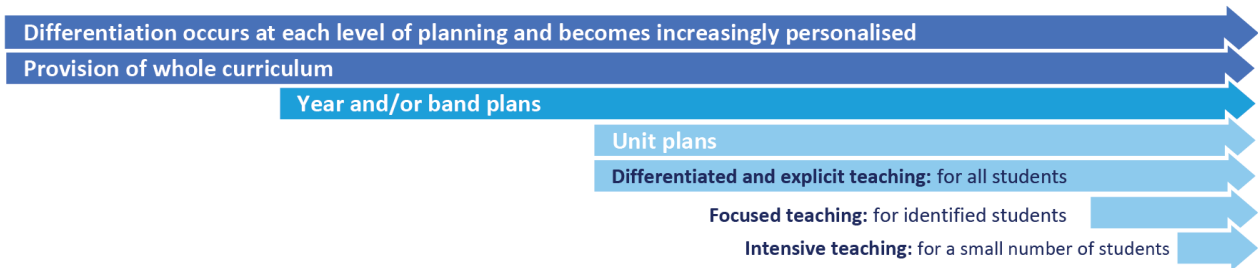
The art and science of teaching to meet the diverse needs of all our students requires a layered approach. Logan Village State School provides differentiated teaching and learning to respond to the unique academic, social/emotional and behavioural needs of our students.

This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

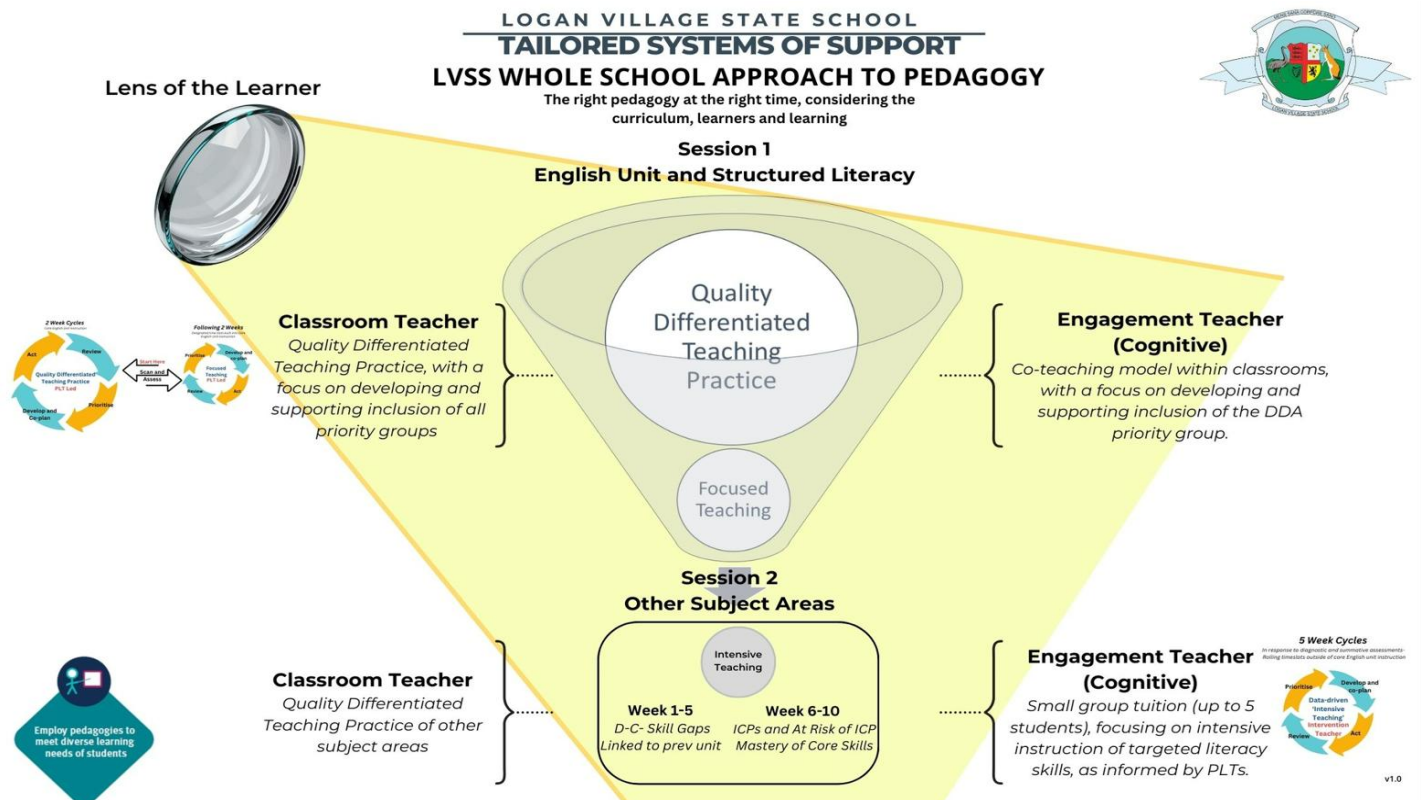
The right approach at the right time for the right kind of learning and learner

Differentiation:

Staff at Logan Village State School vary the content that students are taught, how they will teach this content and how students can demonstrate what they know as part of this differentiated approach. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the needs of students. This enables our staff to intentionally vary their teaching to engage students; assist them to achieve the expected learning; and then to demonstrate their learning.



This layered approach aligns to the Logan Village State School’s “Tailored Systems of Support” model for intervention across cognitive, social/emotional and behavioural domains.



Quality differentiated teaching practice by teachers for **ALL** students provides the universal supports for approximately 80% of students. Behavioural strategies may include but are not limited to:

- PBL Implementation
- 'Grow Your Mind' Strategies
- Co-regulation strategies taught and practiced
- Corrective Strategies Palette
- Reset Pass in the Engagement Centre
- Brain breaks
- Explicit Instruction of Expectations
- Reteach behaviours
- Social stories- routines and expectations
- Model appropriate language, problem solving and verbalise thinking processes
- Visual Timetable- whole class and on desk if needed
- Parent communication of routines and timetables
- Environmental Scan- Classroom layout
- Learning Walls
- Effective Classroom Management Strategies
- Clear Routines and Procedures
- Student Placement (preferential seating, seating plans, groupings)
- Differentiation
- Student voice and conference
- Calm space
- Play area expectations
- Ongoing Coaching and PD for staff

Focussed Support is provided by teachers for approximately 15% of students who still require more intervention even after participating in differentiated and explicit teaching. Behavioural strategies may include but are not limited to:

- Involvement with the Engagement teacher for strategies and advice
- Teacher intervention- Teacher delivering small group intervention
- Small group intervention (Wellbeing Team and Cognitive/ Behaviour support teachers)
- Class behaviour plan
- Lunch time plan- Structured play, supervised eating
- Check-in / check-out process with class teacher
- Possible SNAC referral- Special Needs Action Committee
- Escalation flowcharts
- Small group social skills involvement
- External agency referrals

Intensive Support is provided by teachers for approximately 5% of students. Research shows that even in effective, well functioning schools, there will always be a small percentage of students who require intensive support to be successful. Intensive support involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Students who require intensive support will be assigned a case manager at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Behavioural strategies may include but are not limited to :

- Complex case management (referral and implementation)- regular meetings with families
- GO, Senior GO
- Regional support / AVT Referrals
- External support agencies
- Speech Language referral
- 1:1 Intensive Support- individual
- Plans- review or implement: IBMP, FBA, ISSP, Risk Assessment, Part-time Attendance Agreement

Disciplinary Consequences

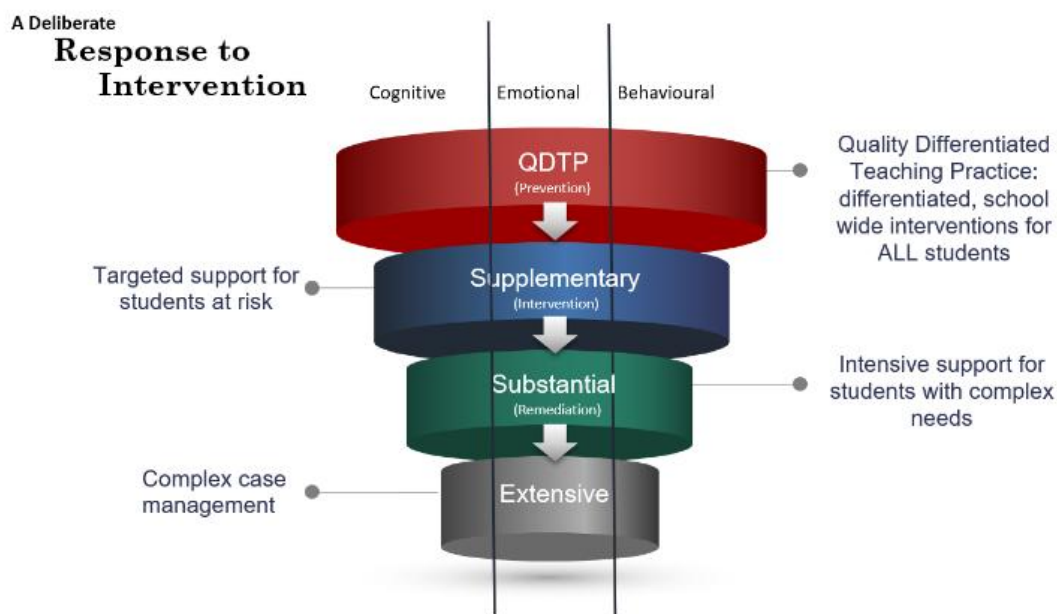
The disciplinary consequences model used at Logan Village State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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



School Disciplinary Consequences by Tier

Quality Differentiated Teaching Practice by teacher	Focused Support by teacher with other school based staff	Intensive Support by leadership team and school based staff
<ul style="list-style-type: none"> • Pre-correction (e.g. “Remember, walk quietly to your seat”) • Non-verbal and visual cues (e.g. posters/ gestures) • Whole class practising of routines • Corrective feedback (e.g. “Hand up when you want to ask a question”) • Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”) • Explicit behavioural instructions (e.g. “Pick up your pencil”) • Proximity control • Tactical ignoring of inappropriate behaviour (not student) • Revised seating plan/ relocation of student/s • Individual positive reinforcement for appropriate behaviour • Classwide incentives • Reminders of incentives/ goals • Redirection • Low voice and tone for individual instructions • Give 30 second ‘take up’ time for student/s to process instruction/s • Reduce verbal language • Break down tasks into smaller chunks • Provide positive choice of task order (e.g. “Which one do you want to start with?”) • Prompt student to take a break or time away in class • Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”) • Provide demonstration of expected behaviour • Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour) 	<ul style="list-style-type: none"> • Individual student behaviour support strategies (e.g. Student behaviour plan) • Targeted skills teaching in small group • Detention – one break • Detention – two breaks (with meal and toilet breaks) used to avoid a possible suspension * Please note that the maximum length of the detentions allocated is dependent upon factors including the nature of the incident, the behavioural history of the student and the age of the student. • Behavioural contract • Counselling and guidance support • Self-monitoring plan • Check in Check Out strategy • Teacher coaching and debriefing • Referral to SNAC for team based problem solving • Stakeholder meeting with external agencies 	<ul style="list-style-type: none"> • Restorative justice • Withdrawal from class • Functional Behaviour Assessment based individual support plan • Complex case management and review • Stakeholder meeting with parents and external agencies including regional specialists • Temporary removal of student property (e.g. mobile phone) • Short term suspension (up to 10 school days) • Long term suspension (up to 20 school days) • Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school) • Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently) • Charge related suspension (student has been charged with a serious criminal offence and is suspended from school until the charge has been dealt with by the relevant justice authorities)

Quality Differentiated Teaching Practice by teacher	Focussed Support by teacher with other school based staff	Intensive Support by leadership team and school based staff
<ul style="list-style-type: none"> • Private discussion with student about expected behaviour • Warning of more serious consequences (e.g. removal from classroom) • Detention • PBL referral • School community service 		

School Disciplinary Absences

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

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently)

At Logan Village State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when the behaviour is either so serious as to warrant immediate removal of the student for the physical and emotional wellbeing and safety of others, and/or no other alternative discipline strategy is considered sufficient or appropriate in response to the behaviour demonstrated.

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

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

Re-entry following suspension

Students who are suspended from Logan Village State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parents/carers, back to the school. It is a time for families and the school to work together to reinforce expected behaviours and to ensure successful re-engagement back into the classroom.

School Policies

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

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

Temporary Removal of Student Property

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

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

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

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

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

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

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

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

Responsibilities

State school staff at Logan Village State School:

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

Parents of students at Logan Village State School:

Ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Logan Village State School Student Code of Conduct;
- is illegal;
- puts the safety or wellbeing of others at risk;
- does not preserve a caring, safe, supportive or productive learning environment;
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Logan Village State School:

Do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Logan Village State School Code of Conduct;
- is illegal;
- puts the safety or wellbeing of others at risk;
- does not preserve a caring, safe, supportive or productive learning environment;
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Mobile phones are not allowed to be used at Logan Village State School in line with the Department of Education's "Phones away for the day" initiative.

Logan Village State School accepts that student access to, and use of, mobile phones is increasing and that, on occasion, mobiles may need to be brought to school. Therefore, outlined below is our expectations and procedures for mobile phones on the school grounds.

- If families need their child to bring a mobile phone to school it must be clearly named, and signed into the school office when the student arrives at school.
- Phones will be stored safely, at the office in the Administration Building, for the duration of the school day.
- Students can collect their phone before they leave school, to return home.

It is understood that parents may have a genuine need to make urgent contact with their children. For this reason the main reception phone is attended during school hours. Phone messages for students will always be relayed to the

relevant student. Furthermore, office staff will contact parents when children are sick or injured or other urgent situations arise.

In the event that students have a mobile phone in their possession, during class time or in the playground, they will be referred to the administration team who will place the phone in security for the remainder of the day. Normal school disciplinary consequences apply to breaches of these guidelines.

Smart watches may still be worn however notifications must be switched off and you may not send or receive messages.

NO RESPONSIBILITY WILL BE TAKEN BY THE SCHOOL SHOULD LOSS, DAMAGE OR THEFT OF MOBILE PHONES OCCUR.

Safe, Responsible and Respectful Online

Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to:

- use mobile devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances e.g. airdropping

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner
- change the settings of a device e.g. default language without teacher permission
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, selfharm or stalking
- insult, impersonate, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- take photos/videos of other students/ staff without teacher and subject permission
- invade someone's privacy by recording without their knowledge and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile device (including those with Bluetooth functionality) to cheat during assessments
- use mobile devices during class assessments unless expressly permitted by school staff
- Communicate with others (including parents) through various apps. If parents contact is needed, the student or parent/guardian should communicate through the office

Preventing and responding to bullying

Logan Village State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Logan Village State School has a strong student leadership program and growing **Student Council**. This is to ensure student voice and agency to promote strategies for student wellbeing, safety and improved learning outcomes.



Leadership

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

- **Inclusion**
All members of the school community actively participate in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
- **Student voice**
Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- **Partnerships**
Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.
- **Support**
School staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

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



The key contact for both students and parents to report bullying is the class teacher.

The following flowchart explains the actions Logan Village State School teachers will take when they receive a report about student bullying.

Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying concern and their assessment of immediate risk to student/s.

Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved.



Appropriate use of social media

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- Take a few moments to think about the content you are about to post as this could save upset, embarrassment, and possible legal action.

As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

Cyber Bullying

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

In the first instance of report, parents will be directed to support their child in protective behaviours-

- Safe use of social media
- Adhering to the terms of use of the social media platform (including age restrictions)
- Stop, Block report.

Parents and students who have concerns about cyber bullying incidents occurring should immediately seek assistance through the **Office of the eSafety Commissioner** or the **Queensland Police Service**.

Students enrolled at Logan Village State School may face disciplinary action such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, the good order and management of the school.

Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Cybersafety and Reputation Management (CRM)

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

The team provides a Guide for Parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.



How to manage online incidents that impact your school

Student protection

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

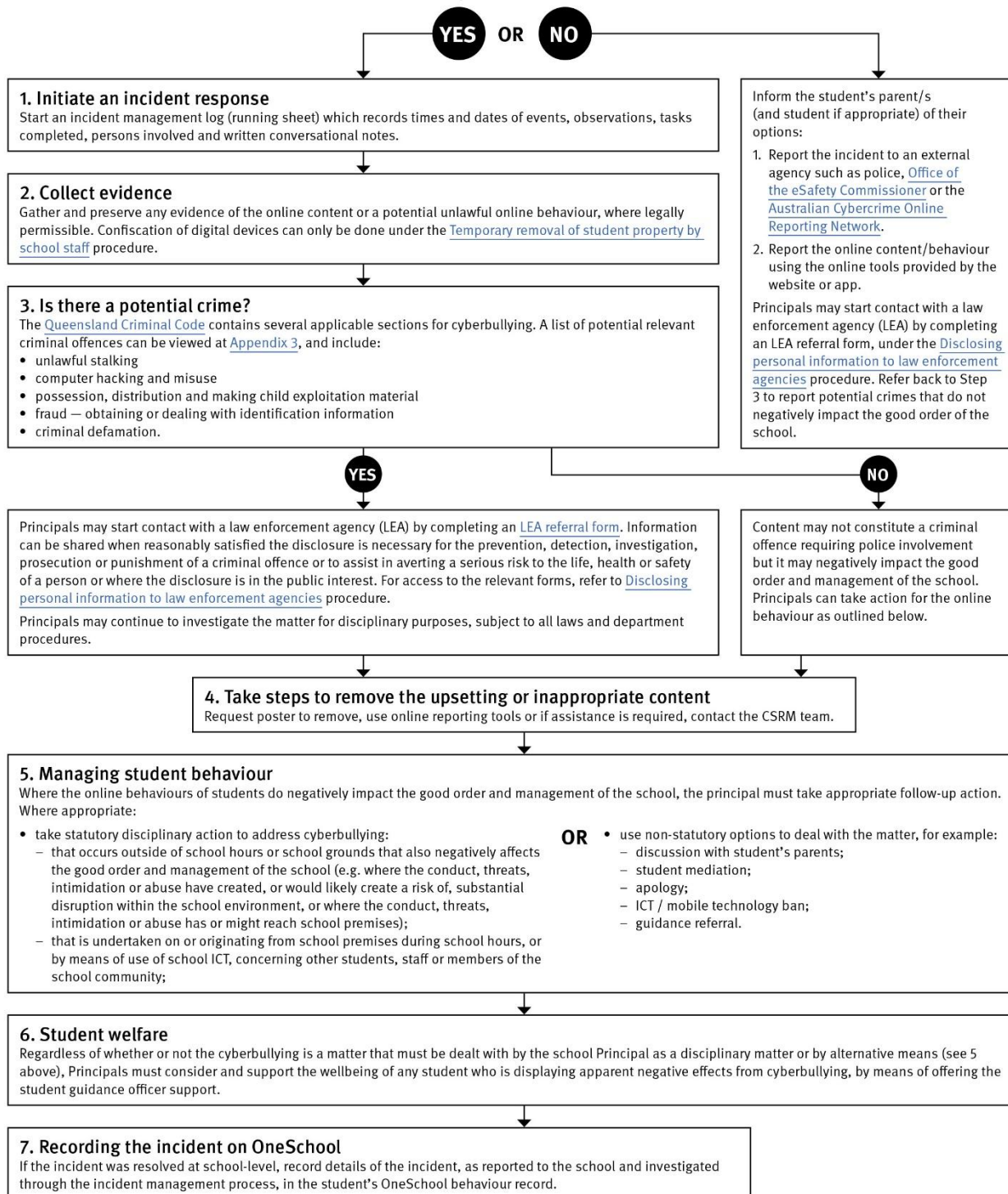
Explicit images

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

Help

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

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





Quality - Community- Identity

Logan Village State School - Anti-Bullying Pact

We agree to work together to improve the quality of relationships in our community at Logan Village State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- **Treat everyone with kindness and respect.**
- **Abide by the school's anti-bullying policies and procedures.**
- **Support individuals who have been bullied.**
- **Speak out against verbal, relational, physical bullying and cyber bullying.**
- **Notify a parent, teacher, or school administrator when bullying does occur.**



Student Signature	
Parent/Carer Signature	
School Representative	
Date	

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

- **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:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations



Appendix A - Disciplinary Infractions – Minor and Major

Category	Definition	MINOR	MAJOR
1. Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	A. Use of abusive language in conversation that is non-threatening and indirect.	<p>B. Use of abusive language directed towards a member of staff in response to their instructions.</p> <p>Use of intentional, abusive language directed to another student in response to an issue.</p> <p>Use of abusive language that is threatening and directed towards staff and/or students i.e. racial slurs; sexually explicit communication/ conduct; derogatory swearing.</p>
2. Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	A. Isolated incidents of low-level single incident, name calling; taking personal items.	B. Persistent and deliberate verbal, physical and/or social behaviour in person or online that is malicious in its nature, including bystander behaviour.
3. Defiance	Student demonstrates an intentional attitude or behaviour of open resistance or refusal.	A. Instances of ignoring the instructions of the teacher.	B. Repeated instances of not following instructions of a staff member to cease behaviour/ conduct that has been determined to be unsafe.
4. Disrespectful Lying/Cheating	<p>Student demonstrates a lack a special regard for or respect for another.</p> <p>Student is involved in delivering a message that is untrue and/or deliberately violates rules.</p>	A. Isolated incident of student being socially rude or dismissive of messages to adults or students, that does not involve abusive language.	B. Persistent incidents of student being socially rude or dismissive of messages to adults or students, despite differentiated responses, that does not involve abusive language.
5. Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	A. Isolated loud talk, yelling, or screaming; noise with materials; and/or out-of-seat behaviour.	B. Sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour, despite differentiated responses to behaviour.

Category	Definition	MINOR	MAJOR
6. Fighting/ Physical aggression	<p>Actions involving serious physical contact where injury may occur- directed to another student or school personnel. (not premeditated)</p> <p>(Eg hitting, punching, hitting with objects, pushing, hair pulling scratching).</p> <p>Student is involved in mutual participation in an incident involving physical violence. (premeditated)</p>	A. Rough play- non-threatening physical interactions.	<p>B. Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.).</p> <p>This includes premeditated acts. Physical aggression may be directed towards peers, adults, visitors or animals</p>
7. Property misuse causing risk to others	<p>Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.</p>	A. Property misuse that does not cause injury, but is unsafe	B. Intentional property misuse that causes injury to others.
8. Property damage	<p>Student participates in an activity that results in destruction, damage or disfigurement of property.</p>	A. Un-intentional damage caused to another's property	B. Intentional damage to another's property or school property
9. Substance misconduct involving tobacco and illegal substances	<p>Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.</p> <p>Including vapes/vaping</p>	Not applicable	B. Student possesses or has supplied or is using tobacco, alcohol, other prohibited substances or implements including vapes/vaping.
10. Technology violation	<p>Student engages in inappropriate (as defined by school) use of mobile phone, headphones, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.</p>	<p>A (I) Neglecting to hand in a mobile phone to the office and then using it at lunch time.</p> <p>A (II) Off task behaviours on computer during class time i.e. computer games, instant message etc</p>	<p>B (I) Filming or distributing content that is violent, anti-social or explicit in nature at LVSS.</p> <p>B (II) Fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.</p>
11. Harassment	<p>Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion;</p>	A. Isolated incident of the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	B. Sustained delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.

Category	Definition	MINOR	MAJOR
	disability; physical features or other identity characteristics.		
12. Possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	Not applicable	B. Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm, including but not limited to: <ul style="list-style-type: none"> • Knives, Guns, Screwdrivers, Broken bottle, Homemade object with sharpened point, knuckle-dusters, etc.
13. Dress Code	Student wears inappropriate clothing, inclusive of nails, eyelashes, jewellery etc, that is not within the dress code guidelines defined by the school.	A. Isolated or consistent use of fake eyelashes, long earrings, necklaces etc	Not applicable
14. Truancy (Out of class)	Student absconds from class without permission or notice	Not applicable	B. Student leaves the classroom area and is no longer within sight posing an unacceptable safety risk to themselves or others.
15. Charge related offence	Principal is reasonably satisfied that the student has been charged with a serious offence	Not applicable	B. The nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to students or staff.