



Logan Village State School

Student Code of Conduct 2021-2024

Quality - Community - Identity
Every student succeeding

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


Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Mr David Cramb
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Principal Signature:	
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Date:	19/01/2021
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P/C President Name:	Dyanne Steele
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P/C President Signature:	
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Date:	19/01/2021
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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.

The development of the Logan Village State School Student Code of Conduct is an opportunity to explain the PBL Framework with our community and gain support to implement a consistent approach to teaching behaviour.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Principal's Foreword

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.

Logan Village State School staff take an educative approach to discipline. 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 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 we will support them to meet those expectations.

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 Ms Dyanne Steele and her team has ensured that parents have had opportunities to contribute to and provide feedback on the final product. This has been an important aspect in the development of the Logan Village State School Student Code of Conduct, as the awareness and involvement of our community 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 P&C Association. 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.

Learning and Behaviour Statement

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.

Positive Behaviour for Learning

At Logan Village State School, we use Positive Behaviour for Learning (PBL) as the multi-tiered system of support for positive behaviour and discipline in the school. This is a whole-school approach, used in all classrooms and learning environments including sporting activities, excursions and camps.

This positive approach, consisting of a range of systemic and individualised strategies, achieves social competence and academic outcomes while preventing problem behaviours. PBL is an evidence-based framework used to:

- Analyse and improve student behaviour and learning outcomes.
- Ensure that teachers, to support students use only evidence-based practices correctly.
- Continually support staff members to maintain consistent school and classroom improvement practices.

As a school community, we believe that self-discipline is the goal of behaviour management. It is the process of attaining control over one's personal behaviour as an individual and as a member of a variety of different societal groups. It involves students making conscious choices about appropriate behaviour. The aim of self-discipline is to have self-respect and respect for others and to accept responsibility for one's own behaviour. Our staff take responsibility for embedding clear expectations into their daily routines, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents and behavioural data as opportunities to re-teach.

The gaining of self-control is developmental and requires conscious effort. During this process, changing circumstances in children's lives and environments can influence their progress



towards gaining self-control. Parents have a key role in teaching and guiding children in their behaviour. Parents are asked to support the school in the implementation and decision making for behaviour consequences.

- At Logan Village State School, positive behaviour for learning operates effectively in a supportive school environment where:
- all members feel safe and are valued;
- all members conduct themselves in a lawful, ethical, safe and responsible manner;
- quality engaging curriculum programs are planned and implemented;
- interpersonal relationships and the organisation of the school produce worthwhile social and academic outcomes for all;
- partnerships between home and school are essential in supporting students to develop positive behaviours;
- non-discriminatory, non-violent and equitable actions are practised and reinforced;
- a non-confrontational approach is the key to our interaction with all children;
- there are proactive steps to encourage self-worth and self-discipline;
- an acknowledgement that an individual's circumstances need to be taken into account.

Consideration of Individual Circumstances

Through our curriculum, interpersonal relationships and organisational practices, Logan Village State School uses strategies that take into account the different abilities, skills and life experiences of students. Logan Village State School's *Student Code of Conduct* recognises there is a range of significant factors when choosing responses when managing student behaviour.

These may include:

- Context
- Emotional well-being
- Culture
- Gender
- Race
- Socioeconomic situation
- Disability
- Age of the child
- 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

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Student Wellbeing

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

Curriculum and pedagogy

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

At LVSS, staff acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Specialised health needs

Our school works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to reasonable standards of support for their health needs whilst attending school. This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

LVSS requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. Further information and relevant forms can be filled in through our office.

Mental health

Logan Village State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and review of a [Student Plan](#). When dealing with a mental health crisis, emergency services may be called if there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Logan Village staff can follow intervention and prevention advice by ensuring:

- Students are not left alone
- Safety of self and other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Student Support Network

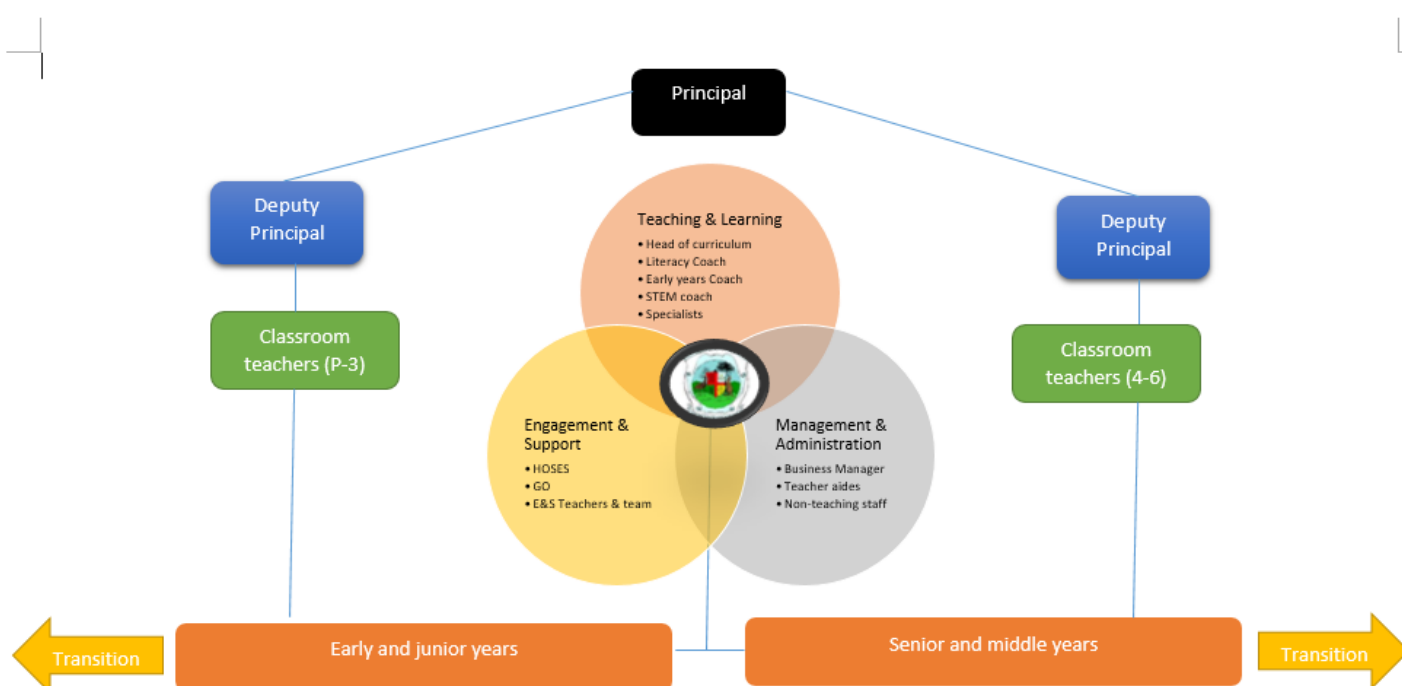
Logan Village State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance



provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

At LVSS we have an Engagement and Support Team, led by Kym Eagle, our Head of Student Engagement Services. Students can approach any trusted school staff member at LVSS to seek assistance or advice. All of our staff can provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement our school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. Parents who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer, Adam Ryder, on the school phone number.



Whole School Approach to Discipline

Positive Reinforcement for Expected Behaviour

To enable productive learning and good citizenship, different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. At our school, we believe it is important to teach our students the behaviours we expect to see. We recognise that teacher instruction and feedback helps students to demonstrate appropriate behaviour.

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 at Logan Village State School may include:

- verbal praise
- non-verbal acknowledgement
- earning 'Gotchas' (paper token of recognition)
- 'Gotcha' books with [attached incentives](#)
- tangible rewards
- opportunities to participate in a task, activity or event
- time with preferred adults or peers
- earning leadership roles
- assigned behaviour level
- end of term rewards day event

Please see [Appendix F](#) for our LVSS GOTCHA Rewards Schedule 2021

Logan Village State School Behaviour Level System

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 levels.

Level 1 – Excellent attitude and behaviour displayed. A student who consistently models our behaviour expectations. This is an outstanding level to achieve.

Level 2 – Good behaviour and a positive attitude displayed. A student who mostly follows our behaviour expectations. This is a fantastic level to achieve.

Level 3 – 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.**

Level 4 – Inappropriate behaviour and attitude displayed. A student who needs to be reminded frequently (daily) of our expectations for behaviour.

Level 5 – Inappropriate behaviour and attitude displayed repeatedly. A student who needs to be reminded multiple times each day of our expectations for behaviour.

Behaviour levels are communicated to parents and caregivers through a behaviour letter that is sent home at the mid and ends of each term.

Please refer to [Appendix E](#) for the LVSS Behaviour Criteria Sheet for Level 1, 2, 3, 4 ,5 behaviours. Please note: Students attendance at school events, excursions and camps is subject to administration decision for students receiving a Level 5.

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.

PBL Roles and Responsibilities for Students, Staff and Parents/Volunteers

In the pursuit of life-long learning, staff and students at LVSS have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. We believe all adults in the school, whether visiting or working, should meet our PBL expectations for learning; Respectful, Responsible, Safe and a Learner. Please see [Appendix B](#) for Student Expectations for behaviour at LVSS. Below are our expectations for Staff and Parents/Volunteers.

Staff

RESPONSIBILITIES	Staff: Logan Village State School
Be RESPECTFUL	<ul style="list-style-type: none"> initiate and maintain constructive communication and relationships with our students and their caregivers Set an example for children in their interactions with colleagues, other adults and students
Be RESPONSIBLE	<ul style="list-style-type: none"> Provide an inclusive and engaging curriculum through quality programs Communicate high expectations for individual achievement and behaviour Provide the opportunity for all students to learn Assist students to accept responsibility for themselves and their actions Inform staff, caregivers and students about student progress and current educational issues
Be SAFE	<ul style="list-style-type: none"> Provide a safe and supportive environment for students and school community Inform our community of health and safety policies, procedures and issues
Be a LEARNER	<ul style="list-style-type: none"> Promote the skills of responsible self-management Foster life-long learning

Parents and Volunteers

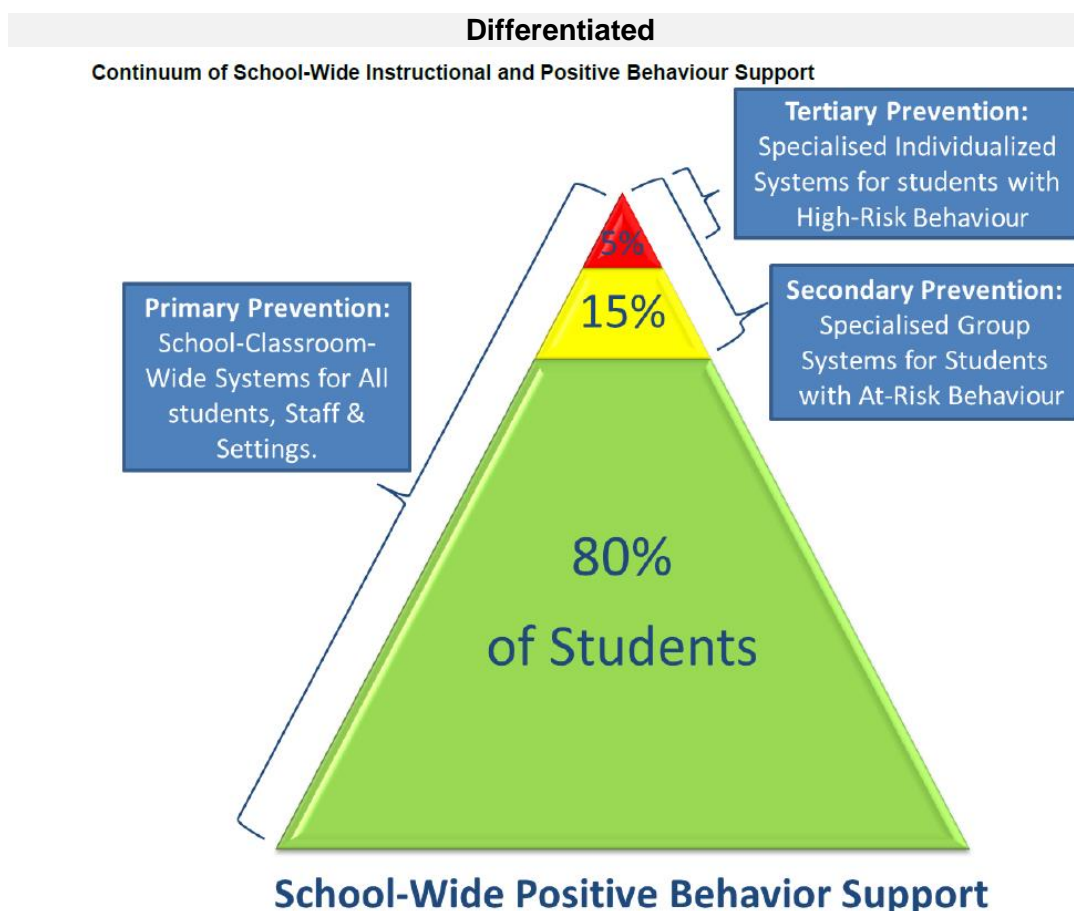
RESPONSIBILITIES	Staff: Logan Village State School
Be RESPECTFUL	<ul style="list-style-type: none"> Make an appointment to speak with the class teacher or principal to discuss any matters relating to your child. You are respectful in your conversations at home about school staff. You leave and collect your child from the designated area at school.
Be RESPONSIBLE	<ul style="list-style-type: none"> You respect the obligation of staff to maintain student and family privacy. You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details. You recognise people are different and will be non-judgemental, fair and equitable to others in the school community. You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.
Be SAFE	<ul style="list-style-type: none"> if you are concerned about the behaviour of a student, staff member or another parent, you approach a member of staff regarding your concern.
Be a LEARNER	<ul style="list-style-type: none"> You support your child to meet the learning and behavioural expectations at school. Initiate and maintain constructive communication and relationship with school staff regarding their child's learning, well-being and behaviour

Differentiated and Explicit Teaching

For many students, school is the first social context requiring social skills that consider a wide range of personalities. Students in our school come from many different backgrounds and cultures, thus, we cannot assume that students know how to behave appropriately. We must explicitly teach our students the appropriate skills on how to behave at school to ensure that they do make better choices. Teachers at LVSS will be required to put a set time aside each week (30-40 minutes) to teach social and emotional skills through explicit 'You Can Do It' lessons and behaviour expectations. These explicit behaviour lessons must be timetabled purposefully.

PBL is a three-tiered approach to managing whole school behaviour.

According to the *three tiered approach* (pictured below), 80% of students at LVSS in the **Tier 1 primary/universal prevention level** require incentive and behaviour management through implementing effective school-wide and classroom reward and behaviour management systems. Within the **Tier 2 secondary prevention level**, approximately 15% of the students will require some level of academic, social and behavioural support (e.g. social skills training, increased academic intervention, more explicit classroom management systems, simple functional behaviour assessment). The **Tier 3 tertiary level of prevention**, consisting of approximately 5% of students requiring specialised and individualised behaviour support due to measurable levels of chronic or at-risk behaviours. These students require comprehensive functional behaviour assessment and individual behaviour management plan, intensive academic support, parent/carer participation and interagency collaboration to assist and promote positive behaviour.



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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Classroom Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Individual Behaviour Management Plan)
- Targeted skills teaching in small group
- Reflection Room
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in, Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership teamwork in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

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

Legislative Delegations

Legislation

Logan Village State School's Student Code of Conduct links to legislation, which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. At Logan Village State School, these decision-making responsibilities can be delegated to other staff in the school, such as deputy principals.

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

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

Disciplinary Consequences

At Logan Village State School, we use a Student Engagement Model ([See appendix A](#)) to address the cognitive, emotional and behavioural needs of all students. Ranges of differentiated consequences (pg 10) are used to address inappropriate behaviour.

The majority of students will be confident and capable of meeting established expectations ([See appendix B](#) - Behaviour Expectations for Logan Village State School) that are clear, explicitly taught and practised. In-class, proactive essential skills and reminders of expectations may be used by teachers to respond to low-level or minor problem behaviours. Consequences for low-level problem behaviour may include:

- Verbal Warning
- Time Out
- Buddy Class

Some students will require additional cognitive, emotional or behavioural support. Approximately 15% of the student population may have trouble with meeting the stated expectations and may continue to display low-level problem behaviour. These students require focused teaching or modified strategies for identified students' needs. In providing a disciplined learning environment, conducive to effective teaching and learning, when school expectations are not met, consequences will be incurred.

For a small number of students, approximately 5%, with measureable levels of chronic/at risk behaviour, intensive teaching is required to support students' individual cognitive, emotional and behavioural needs.

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the behaviour.

Minor, Major and Crisis Behaviours

When responding to inappropriate behaviour, the staff member determines if this problem behaviour is minor, major or crisis ([see appendix C](#)) with the following agreed understanding:

Minor: Staff members handle minor problem behaviour at the time it happens. The teacher on the Minor Behaviour Tracker ([see appendix D](#)) records these behaviours. The recording of at least 4 minor problem behaviours constitutes a **major** behaviour and is referred to the Reflection Room by completing a blue Reflection Room Referral form.

Crisis: Crisis 'problem' behaviours are referred directly to the school deputy principal responsible for the appropriate sector. (Prep-Yr3 Mrs Hayley Hampton, Yr4-6 Mrs Sheree Maksoud)

Students exhibiting **crisis** behaviours may receive the following consequences:

- Parent contact
- Time out in office

- Detention
- Loss of privileges (play time, excursions, camps)
- Warning regarding future consequences for future offences
- Referral to student needs action committee
- In-school suspension
- Out of school suspension
- Loss of rewards day activities each term

Students who continue to engage in very serious problem behaviours can expect to be recommended for exclusion from school following an immediate period of suspension.

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. The Principal typically only uses it when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. The Director-General or their delegate will conduct a review, and a decision will be made within 40 school days to either 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 have been suspended from Logan Village State School are expected to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Reasonable adjustments

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

accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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
- 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 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)
- 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).

* 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**). All prescription medications are to be handed in to the administration staff by parents/caregivers.

Responsibilities

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

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Logan Village State School has determined the use of mobile phones and other personal electronic devices is NOT permitted on school grounds. Any student who brings a mobile phone or personal electronic device to school should have this clearly labelled and must be signed in by the student at the school office at the beginning of the school day and signed out by the students at 3:00pm. All care but no responsibility will be taken for these devices.

The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

The responsibilities for students using school electronic devices during school activities are outlined below.

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

- use school 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 these devices

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone on school grounds and in school hours
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

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

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

Preventing and responding to bullying

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.

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.

Cyberbullying

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, students or parents who wish to make a report about cyberbullying should approach their child's regular class teacher for assistance in preventing and responding to cyberbullying. Our teachers will refer this to the appropriate deputy principal if necessary.

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

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

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

Logan Village State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

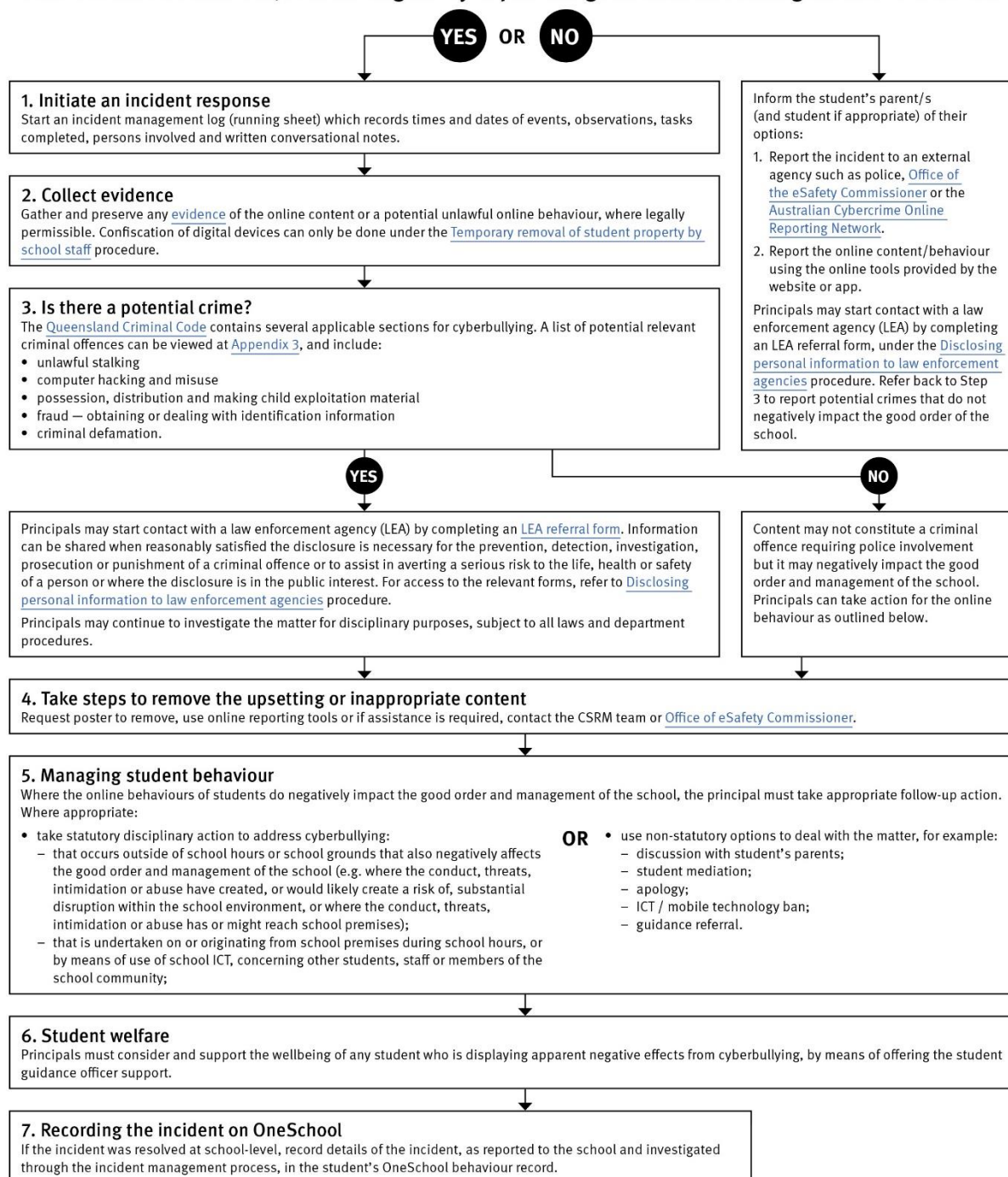
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Support

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

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

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

Our Anti-Bullying Agreement provides a clear outline of the way our community at Logan Village State School works together to establish a safe, supportive and disciplined school environment. This agreement is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Logan Village State School – Anti Bullying Agreement:

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's signature: _____

Parent's signature: _____

School representative signature: _____

Date: _____

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

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.

At Logan Village State School, staff should follow the Office referral process (red slip) for any student involved in a crisis incident. These students are always referred to the Deputy Principal responsible for the appropriate sector:

Prep – Year 3: Hayley Hampton

Year 4 – Year 6: Sheree Maksoud

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

1. 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.
2. 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.
3. 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.
4. 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.

Restrictive Practices

At times Logan Village State School staff 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.

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

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

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

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods which are based upon behaviour risk assessment or clinical health need and are recorded in advance in an individual student safety plan (ISSP). The use of planned strategies will only be where there is foreseeable immediate risk consistent with the [Restrictive practices procedure](#).

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.

Resources

- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Logan Village State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may however, be occasions where parents need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education. On these occasions, we request that you always direct your initial concerns to your child's classroom teacher as a first step.

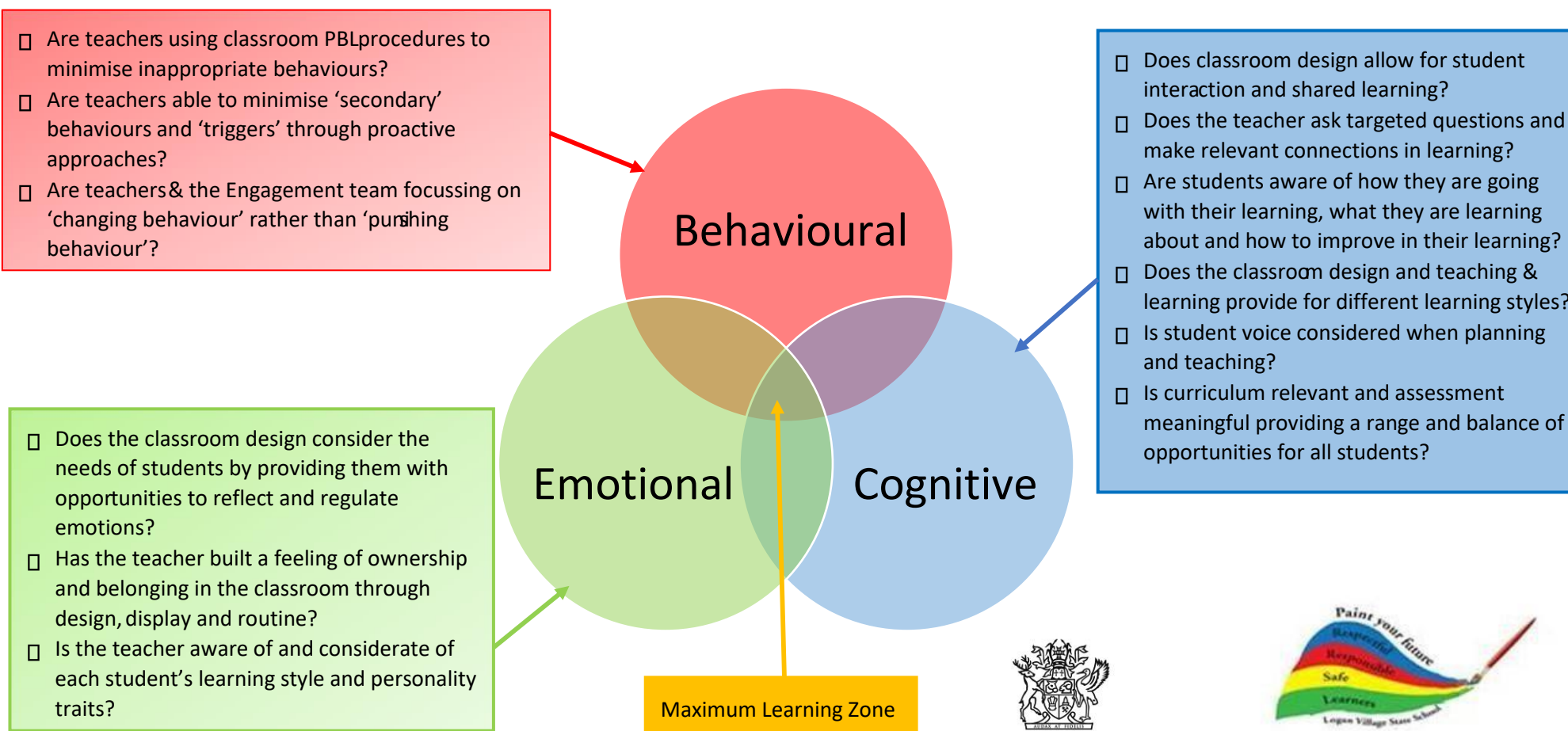
All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated

The classroom engagement plan is underpinned by research that describes student engagement around three areas: behavioural, emotional and cognitive. Our school aims to provide a teaching and learning program that is personalised for each student and contains appropriate strategies to include the three engagement areas in order to establish the maximum learning zone. The aim of each class teacher is to create a 'maximum learning zone' for each student.

Student engagement Logan Village State School

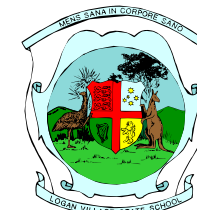




Appendix B

Positive Behaviour for Learning

Behaviour Expectations for Students at Logan Village State School



EXPECTATIONS	CLASSROOMS AND ALL SETTINGS	PATHWAYS /UCA	BUS for EXCURSIONS
Be RESPECTFUL	<ul style="list-style-type: none"> Listen politely Raise hand to speak Speak respectfully Use kind words Ask permission to use things Wear my uniform and have my hat Cooperate with my teacher and class mates Use manners at all times Consider and care for the environment 	<ul style="list-style-type: none"> Walk quietly respecting the learning of others Keep pathways neat and clean Keep hands off displays 	<ul style="list-style-type: none"> Use a quiet voice Speak nicely to others Move punctually and sit in two bus lines Show respect to the drivers
Be RESPONSIBLE	<ul style="list-style-type: none"> Follow directions Make good choices Accept consequences 	<ul style="list-style-type: none"> Follow directions Make good choices Accept consequences 	<ul style="list-style-type: none"> Follow directions Make good choices Accept consequences
Be SAFE	<ul style="list-style-type: none"> Keep hands and feet to self Stay in assigned areas Sit in chair safely Use furniture and supplies appropriately 	<ul style="list-style-type: none"> Walk in class groups Walk safely on concrete and steps Keep hands and feet to self 	<ul style="list-style-type: none"> Stay in your seat Keep hands and objects inside the bus Keep hands and feet to self
Be a LEARNER	<ul style="list-style-type: none"> Come prepared Work carefully Complete your work Do your best / Have a Go Ready when the bells rings for class to begin 	<ul style="list-style-type: none"> Walk with a purpose Face forward with hands at your sides 	<ul style="list-style-type: none"> Be on time outside waiting Sit in assigned seat if requested



EXPECTATIONS	TUCKSHOP	TOILETS	OFFICE VISITS
Be RESPECTFUL	<ul style="list-style-type: none"> Wait quietly in line to be served Use good manners Talk nicely to others Clean up eating area 	<ul style="list-style-type: none"> Use a quiet voice Respect privacy Keep bathroom clean 	<ul style="list-style-type: none"> Knock and wait patiently Use manners Leave the walk area clear
Be RESPONSIBLE	<ul style="list-style-type: none"> Follow directions first time asked Make good choices Accept consequences without arguing or complaining 	<ul style="list-style-type: none"> Follow directions first time asked Make good choices Accept consequences without arguing or complaining 	<ul style="list-style-type: none"> Follow directions first time asked Make good choices Accept consequences without arguing or complaining
Be SAFE	<ul style="list-style-type: none"> Select healthy foods Eat own food, do not share food Stay seated, get up only with permission Keep hands and feet to self 	<ul style="list-style-type: none"> Flush, then wash hands Walk carefully on any wet areas Report problems to the teacher 	<ul style="list-style-type: none"> Walk quietly and carefully to the office Stay in single line while waiting Return directly to class
Be a LEARNER	<ul style="list-style-type: none"> Bring lunch, money, or snack to the tuckshop 	<ul style="list-style-type: none"> Have a purpose Have teacher's permission to use the bathroom Use only enough water to wash your hands 	<ul style="list-style-type: none"> Knock on the door State your first and last name Know your class and teacher Explain the reason for the visit
EXPECTATIONS	LIBRARY / COMPUTER LAB	ASSEMBLY	PLAYGROUND
Be RESPECTFUL	<ul style="list-style-type: none"> Listen and work quietly voices if talking is allowed Treat books and equipment Carefully Leave equipment how you found it 	<ul style="list-style-type: none"> Listen quietly Use appropriate applause Singing the anthem respectfully 	<ul style="list-style-type: none"> Share equipment Take turns and play cooperatively Include others Consider and care for the environment
Be RESPONSIBLE	<ul style="list-style-type: none"> Follow directions first time asked Make good choices Accept consequences without arguing or complaining 	<ul style="list-style-type: none"> Follow directions first time asked Make good choices Accept consequences without arguing or complaining 	<ul style="list-style-type: none"> Follow directions first time asked Make good choices Accept consequences without arguing or complaining
Be SAFE	<ul style="list-style-type: none"> Walk quietly (<i>Focus 40- Appropriate Noise Levels</i>) Use equipment appropriately 	<ul style="list-style-type: none"> Sit in one spot Stay in your seat 	<ul style="list-style-type: none"> Use equipment properly Stay in designated areas Run only where permitted Keep hands and feet to self Wear appropriate clothing and footwear
Be a LEARNER	<ul style="list-style-type: none"> Study, read, and compute Find a book, complete an assignment Return borrowed materials on time 	<ul style="list-style-type: none"> Listen, watch, and learn 	<ul style="list-style-type: none"> Have a plan Know the playground rules and use them Be punctual to team training sessions

APPENDIX C

MINOR INFRACTIONS (Continued Minor Infractions = Blue Slip)	
Infraction	Definition & Tracker Code
Inappropriate Language	Non-threatening non-directed verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way Tracker Code: IL- Inappropriate Language
Defiance/disrespect	Refusal to follow classroom or school rules, or staff directions, talking back and/or socially rude interactions Tracker Codes: AB- Answering Back R- Refusal to comply L- Left class without permission WA- Work avoidance LB- Late back from break
Disruption	Intentionally behaviour causing an interruption in class or activity. Disruption includes loud talk, noise with materials or body parts, or getting out of seat Tracker Codes: D- Purposefully Disruptive T- Talking CO- Calling Out N- Noises O- Out of seat
Rough play	Non-threatening physical interactions Tracker Codes: PO- Physical issue with object P- Physical Behaviour Issue
Lying/Cheating	Student delivers message that is untrue and or deliberately violates rules Tracker Codes: ___ - Lying ___ - Cheating

MAJOR INFRACTIONS CRISIS REFERRAL (Red Slip)	
Infraction	Definition
Cutting Class	Unauthorized missing of an assigned period or activity
Abusive/Inappropriate Interactions with Peers and Adults	Threatening verbal or gestural interactions with peers or staff that are directed toward someone including swearing, name calling, or use of words or gestures in an inappropriate way
Fighting/Physical Aggression	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with objects, kicking, hair pulling, scratching, etc.)
Physical Assault on School Personnel	Intentional aggressive actions (e.g., hitting, kicking, throwing objects at, pushing, etc) directed at school personnel
Inappropriate Sexual Contact	Consensual physical contact between students that is sexual in nature and goes beyond a simple kiss
Harassment	Student delivers disrespectful messages (electronically, verbally, or gesturally) to another person that includes threats, intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, ethnicity, disability, religion, gender, age, national origin, and or sexual orientation.
Disruption	Behaviour causing an interruption in a class or building activity where the student is not responsive to repeated directions. Disruption includes sustained loud talk, yelling, or screaming; noise with materials or body parts; roughhousing; and or sustained out of seat behaviour
Property Misuse	Unauthorised and inappropriate use of school property including technology (e.g., downloading of software, sites, pictures, etc; changing computer settings; or providing personal information to web sites)
Property Damage / Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property
Forgery/Theft	Student is in possession of, having passed on, or has been responsible for removing a possession or has used identifying information from another person.
Use/Possession of Tobacco	Student is in possession of or caught using tobacco products
Use/Possession of Drugs, Alcohol	Student is in possession of, caught using, or under the influence of illegal drugs or alcohol
Bomb Threat/ False Alarm	Student delivers message (electronically, verbally, gesturally) or orchestrates the delivery of a message of possible explosive materials being on-campus, near campus, and or pending explosions; student pulls or orchestrates pulling of an unwarranted fire alarm
Possession of a Dangerous Weapon	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm, or creating the impression (as in the case of a fake gun or grenade) of causing bodily harm
Continued Minor Offences	Student exhibits continued minor offences with no regard for consequences

Appendix D

[illegible]

Behaviour Codes:	AB	Answering Back	CO	Calling Out	D	Purposely Disruptive	IL	Inappropriate Language
	L	Left Class Without Permission	LB	Late Return From Break	N	Noises	O	Out Of Seat
	P	Physical Behaviour Issue	PO	Physical Issue With Object	R	Refusal To Comply	WA	Work Avoidance



Appendix E



LVSS Behaviour Criteria Sheet

RESPECTFUL, RESPONSIBLE, SAFE, LEARNER

	A	B	C	D	E
	Level 1	Level 2	Level 3	Level 4	Level 5
Be RESPECTFUL	<p>Student consistently: (Few, if any, redirections)</p> <ul style="list-style-type: none"> • Listens politely • Raises her/his hand to speak • Speaks respectfully • Uses kind words • Asks permission to use things • Wears her/his uniform and my hat • Cooperates with their teacher and class mates • Use manners at all times • Consider and care for the environment (e.g. understand the need for different behaviours in areas- classroom vs. oval) • Considers and cares for others and their property 	<p>Student mostly: (Occasional redirections)</p> <ul style="list-style-type: none"> • Listens politely • Raises her/his hand to speak • Speaks respectfully • Uses kind words • Asks permission to use things • Wears her/his uniform and my hat • Cooperates with their teacher and class mates • Use manners at all times • Consider and care for the environment (e.g. understand the need for different behaviours in areas- classroom vs. oval) • Considers and cares for others and their property 	<p>Student generally: (Sometimes needs redirection)</p> <ul style="list-style-type: none"> • Listens politely • Raises her/his hand to speak • Speaks respectfully • Uses kind words • Asks permission to use things • Wears her/his uniform and my hat • Cooperates with their teacher and class mates • Use manners at all times • Consider and care for the environment (e.g. understand the need for different behaviours in areas- classroom vs. oval) • Considers and cares for others and their property 	<p>Student needs frequent redirections to: (Needs daily redirection)</p> <ul style="list-style-type: none"> • Listen politely • Raise her/his hand to speak • Speak respectfully • Use kind words • Ask permission to use things • Wear her/his uniform and my hat • Cooperates with their teacher and class mates • Use manners at all times • Consider and care for the environment (e.g. understand the need for different behaviours in areas- classroom vs. oval) • Consider and care for others and their property 	<p>Student needs constant redirections to: (Needs multiple redirections each day)</p> <ul style="list-style-type: none"> • Listen politely • Raise her/his hand to speak • Speak respectfully • Use kind words • Ask permission to use things • Wear her/his uniform and my hat • Cooperate with their teacher and class mates • Use manners at all times • Consider and care for the environment (e.g. understand the need for different behaviours in areas- classroom vs. oval) • Consider and care for others and their property
Be RESPONSIBLE	<ul style="list-style-type: none"> • Follows directions appropriately and immediately • Uses appropriate conflict resolution strategies • Accepts responsibility for their actions/choices • Exercises self-regulation • Learns from mistakes • Is quick to forgive and make amends • Is honest and trustworthy 	<ul style="list-style-type: none"> • Follows directions appropriately and immediately • Uses appropriate conflict resolution strategies • Accepts responsibility for their actions/choices • Exercises self-regulation • Learns from mistakes • Is quick to forgive and make amends • Is honest and trustworthy 	<ul style="list-style-type: none"> • Follows directions appropriately and immediately • Uses appropriate conflict resolution strategies • Accepts responsibility for their actions/choices • Exercises self-regulation • Learns from mistakes • Is quick to forgive and make amends • Is honest and trustworthy 	<ul style="list-style-type: none"> • Follow directions appropriately and immediately • Use appropriate conflict resolution strategies • Accept responsibility for their actions/choices • Exercise self-regulation • Learn from mistakes • Forgive and make amends • Be honest and trustworthy 	<ul style="list-style-type: none"> • Follow directions appropriately and immediately • Use appropriate conflict resolution strategies • Accept responsibility for their actions/choices • Exercise self-regulation • Learn from mistakes • Forgive and make amends • Be honest and trustworthy
Be SAFE	<ul style="list-style-type: none"> • Keeps hands and feet to self • Stays in assigned areas • Sits in chair safely • Uses furniture and supplies appropriately 	<ul style="list-style-type: none"> • Keeps hands and feet to self • Stays in assigned areas • Sits in chair safely • Uses furniture and supplies appropriately 	<ul style="list-style-type: none"> • Keeps hands and feet to self • Stays in assigned areas • Sits in chair safely • Uses furniture and supplies appropriately 	<ul style="list-style-type: none"> • Keep hands and feet to self • Stay in assigned areas • Sit in chair safely • Use furniture and supplies appropriately 	<ul style="list-style-type: none"> • Keep hands and feet to self • Stay in assigned areas • Sit in chair safely • Use furniture and supplies appropriately
Be a LEARNER	<ul style="list-style-type: none"> • Comes prepared • Works carefully • Completes work • Does her/his best, has a go despite difficulty level • Ready when the bells rings for class to begin • Attempts work independently before asking for help • Actively contributes and participates in all lessons • Ignores distractions 	<ul style="list-style-type: none"> • Comes prepared • Works carefully • Completes work • Does her/his best, has a go despite difficulty level • Ready when the bells rings for class to begin • Attempts work independently before asking for help • Actively contributes and participates in all lessons • Ignores distractions 	<ul style="list-style-type: none"> • Comes prepared • Works carefully • Completes work • Does her/his best, has a go despite difficulty level • Ready when the bells rings for class to begin • Attempts work independently before asking for help • Actively contributes and participates in all lessons • Ignores distractions 	<ul style="list-style-type: none"> • Come prepared • Work carefully • Complete work • Do her/his best, have a go despite difficulty level • Ready when the bells rings for class to begin • Attempt work independently before asking for help • Actively contribute and participate in all lessons • Ignore distractions 	<ul style="list-style-type: none"> • Come prepared • Work carefully • Complete work • Do her/his best, have a go despite difficulty level • Ready when the bells rings for class to begin • Attempt work independently before asking for help • Actively contribute and participate in all lessons • Ignore distractions
Behaviour Standard	<ul style="list-style-type: none"> • Consistently demonstrated the 4 school expectations and is a role model for peers 	<ul style="list-style-type: none"> • Usually demonstrates the 4 school expectations • Rarely has minor behaviour incidents, which are managed by the teacher 	<ul style="list-style-type: none"> • Often demonstrates the 4 school expectations • Sometimes has minor behaviour incidents, which are managed through the classroom behaviour system • May have been referred to the office for repeated minor behaviour incidents (i.e. 3rd buddy class, disruption) • Attempts to improve behaviour 	<ul style="list-style-type: none"> • Requires active support to demonstrate the 4 school expectations • Often has minor behaviour incidents, which are managed through the classroom behaviour system and may have been referred to the office • May have been referred to the office for some major behaviour incidents • Small issues trigger disproportionate reactions 	<ul style="list-style-type: none"> • Requires intensive support to demonstrate the 4 school expectations • Frequently has minor behaviour incidents, which are managed through the classroom behaviour system and may have been referred to the office • Frequent office referrals for major behaviour incidents • Small issues trigger disproportionate reactions • May require frequent parent intervention to deescalate from behaviour incidents

*Behaviour Criteria is proactively adjusted to account for disability in consultation with support teachers.

*Attendance at school events and excursions is subject to administration decision for students receiving a level 5.



Appendix F



Logan Village State School GOTCHA Rewards Schedule 2021



50 Gotchas= Gotcha Box Lucky Dip

100 Gotchas= Postcard Home (Class teacher to complete)

150 Gotchas= Gotcha Box Lucky Dip

200 Gotchas= Ice block (Class teacher to collect from staffroom freezer) **&**

Feature in the newsletter (add student's first name and class to the list on the staffroom freezer door when collecting the ice block)

250 Gotchas= Gotcha Box Lucky Dip

300 Gotchas= Free Dress (Class teacher hands out badge along with the 'Free Dress' letter from the staffroom)

350 Gotchas= Gotcha Box Lucky Dip

400 Gotchas= LVSS Gold Badge + 1st Achievement Sticker (Student sent to their year level Deputy Principal)
(+ Level 3 minimum)

450 Gotchas= Gotcha Box Lucky Dip

500 Gotchas= LVSS Gold Badge 2nd Achievement Sticker (Student sent to their year level Deputy Principal)
(+ Level 3 minimum)

550 Gotchas= Gotcha Box Lucky Dip

600 Gotchas= LVSS Gold Badge 3rd Achievement Sticker (Student sent to their year level Deputy Principal)
(+ Level 3 minimum)

650 Gotchas= Gotcha Box Lucky Dip

700 Gotchas= LVSS Gold Badge 4th Achievement Sticker (Student sent to their year level Deputy Principal)
(+ Level 3 minimum)

& Free Dress (Class teacher hands out badge along with the 'Free Dress' letter from the staffroom)

750 Gotchas= Gotcha Box Lucky Dip

800 Gotchas= Morning tea with the Principal (Email Mr Cramb)

'Positive Behaviour for Learning'

