Loganholme State School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose

Loganholme State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing; related to Partnerships, Respect, Independence, Determination and Excellence; Loganholme PRIDE.

At Loganholme State School we recognise and value the importance of a whole school community focus and relationship that goes beyond the management of behaviour and into developing positive relationships with the wider community.

This Responsible Behaviour Plan recognises that all students have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. 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. We are committed to providing a tolerant, disciplined and safe environment that allows all students the opportunity to maximise their learning and participate positively within our school community.

2. Consultation and data review

Loganholme State School has developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan is endorsed by the Principal and the President of the school’s Parents and Citizens Association, and will be reviewed as required in legislation.

3. Learning and behaviour statement

All areas of Loganholme State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines the school’s behaviour management system that is consistent within each classroom and in the playgrounds – the Daily Zone system and Believe and Achieve Thermometer (refer Appendix 1 and 2).

Our school plan clearly states the expected behaviour standards of students and identifies both proactive and reactive strategies in developing a well-disciplined student. With clear and transparent processes, students are responsible for their own behavioural choices at school, with the goal of students becoming self-disciplined; to have self-respect and respect for others in accepting responsibility for one’s own behaviour.

Parents have a key role in teaching and guiding children in their behaviour. Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools. Through consistent expectations and a collaborative, community approach, Loganholme State School has created an environment that fosters
a positive and productive teaching and learning culture that ensures the success of all students.

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

✓ **We follow instructions**
✓ **We keep our hands and feet to ourselves**
✓ **We respect the property of others**
✓ **We do not say things that hurt others**
✓ **We listen when others are talking**

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s *Code of School Behaviour*.

School beliefs about behaviour and learning:
- high expectations of personal achievement and behaviour is important in achieving better outcomes;
- learning is lifelong and students need to be prepared for an ever-changing world;
- different learning styles and abilities should be catered for through quality curriculum planning and delivery which is engaging, relevant, challenging and differentiated;
- expected behaviours that build positive relationships need to be explicitly taught, modelled, acknowledged and rewarded across all settings;
- the diversity of the school community should be acknowledged and valued, encouraging involvement of all members;
- positive behaviour is enhanced through a whole school approach and effective organisation and leadership;
- there is a shared understanding amongst all community members of their rights and responsibilities and their role in the development of a positive community;
- effective communication enables a shared understanding and stronger reinforcement of behaviour expectations.

Rights and Responsibilities

<table>
<thead>
<tr>
<th>All members of the school community</th>
<th>are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• participate actively in the school’s education program</td>
</tr>
<tr>
<td></td>
<td>• take responsibility for their own behaviour and learning</td>
</tr>
<tr>
<td></td>
<td>• demonstrate respect for themselves, other members of the school community and the school environment</td>
</tr>
<tr>
<td></td>
<td>• behave in a manner that respects the rights of others, including the right to learn</td>
</tr>
<tr>
<td></td>
<td>• cooperate with staff and others in authority.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents</th>
<th>are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• show an active interest in their child’s schooling and progress</td>
</tr>
<tr>
<td></td>
<td>• cooperate with the school to achieve the best outcomes for their child</td>
</tr>
<tr>
<td></td>
<td>• support school staff in maintaining a safe and respectful learning environment for all students</td>
</tr>
<tr>
<td></td>
<td>• initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour</td>
</tr>
<tr>
<td></td>
<td>• contribute positively to behaviour support plans that concern their child.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff</th>
<th>are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• provide safe and supportive learning environments</td>
</tr>
<tr>
<td></td>
<td>• provide inclusive and engaging curriculum and teaching</td>
</tr>
<tr>
<td></td>
<td>• foster mutual respect by initiating and maintaining constructive communication and</td>
</tr>
</tbody>
</table>
Loganholme State School – Responsible Behaviour Plan for Students

Administrative team

<table>
<thead>
<tr>
<th>Administrative team</th>
<th>Are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• play a strong leadership role in implementing and communicating <em>The Code</em> in the school community</td>
</tr>
<tr>
<td></td>
<td>• ensure consistency and fairness in implementing the school’s <em>Responsible Behaviour Plan for Students</em></td>
</tr>
<tr>
<td></td>
<td>• communicate high expectations for individual achievement and behaviour</td>
</tr>
<tr>
<td></td>
<td>• review and monitor the effectiveness of school practices and their impact on student learning</td>
</tr>
<tr>
<td></td>
<td>• support staff in ensuring compliance with <em>The Code</em> and facilitate professional development to improve the skills of staff to promote responsible behaviour.</td>
</tr>
</tbody>
</table>

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

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Loganholme State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our five school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Loganholme State School implements the following proactive and preventative processes and strategies to support student behaviour:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom</strong></td>
<td></td>
</tr>
<tr>
<td>o Devise classroom rules and expectations in consultation with the class and display.</td>
<td>o Specific feedback</td>
</tr>
<tr>
<td>o Clearly communicate fair and reasonable expectations; including to parents via Class Newsletter</td>
<td>o Stickers</td>
</tr>
<tr>
<td>o Clear, consistent and transparent daily and yearly tracking of behaviour with visual charts in each classroom. (see Appendix 1 and 2)</td>
<td>o Notes</td>
</tr>
<tr>
<td>o Visual daily coloured zones to track behaviour in the classroom, playground and specialist lessons</td>
<td>o Certificate</td>
</tr>
<tr>
<td>o Revisit plan on a regular basis</td>
<td>o Class celebrations</td>
</tr>
<tr>
<td>o Provide learning experiences that are relevant, meaningful and at an appropriate level of challenge</td>
<td>o Awards</td>
</tr>
<tr>
<td>o Encourage cooperative learning</td>
<td>o PRIDE postcard</td>
</tr>
<tr>
<td>o Create a sense of belonging to the classroom group</td>
<td>o Believe and Achieve Thermometer – Yearly tracking of behaviour</td>
</tr>
<tr>
<td></td>
<td>o End of Term Behaviour Reward Days</td>
</tr>
<tr>
<td><strong>Playground</strong></td>
<td></td>
</tr>
<tr>
<td>o Provide organised and fully supervised indoor and outdoor lunch time activities which encourage the development of</td>
<td>o Playground awards – Blue Slip</td>
</tr>
<tr>
<td></td>
<td>o PRIDE postcards</td>
</tr>
<tr>
<td></td>
<td>o Kids Club</td>
</tr>
</tbody>
</table>
| **School and community** | Appropriate social interactions with peers  
| Display of school rules and values around school  
| Develop shared school values and a positive inclusive culture  
| Use peer mediation programs to provide support and develop leadership  
| Manage incidents via clear and well understood processes | The Hub lunchtime program  
| Coding club |

| **School and community** | Actively develop students as leaders  
| Implement a consistent approach that is aligned to our rules and values  
| Acknowledge and celebrate positive behaviour, quality work and achievements  
| Yearly monitoring of behaviour with our ‘Believe and Achieve Thermometer’ charts in each classroom  
| Celebrate different levels of behaviour success  
| Develop leadership and shared responsibility  
| Use buddy classes  
| Linking excursion and extra-curricular participation and involvement to our ‘Believe and Achieve Thermometer’.  
| Encourage and build community partnerships – regular and consistent communication of events and incidents  
| Establish rapport with and welcome positive involvement of parents and carers  
| Deliver and respond to parent information sessions | Weekly assembly  
| Class awards  
| Performances and celebrations  
| Referral to admin to celebrate success and quality work  
| School leaders to run ceremonies and assembly  
| Yearly awards  
| Behaviour Rewards Day (Term)  
| Leadership program  
| PRIDE postcards  
| Newsletters  
| Whole school celebrations – Fun Friday; Book Week etc  
| Kids Matter |

**Implementation of specific policies to address:**

- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students (Appendix 3)
- Bullying (including cyberbullying) (Appendix 4)
- Use or possession of weapons (Appendix 5).
- Dress Code
<table>
<thead>
<tr>
<th>Classroom</th>
<th>We follow instructions.</th>
<th>We keep our hands and feet to ourselves.</th>
<th>We respect the property of others.</th>
<th>We do not say things that hurt others.</th>
<th>We listen when others are talking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Follow adult instruction the first time, every time</td>
<td>• Keep hands, feet and objects to yourself</td>
<td>• Use school equipment appropriately</td>
<td>• Use polite language</td>
<td>• Raise your hand to speak</td>
<td></td>
</tr>
<tr>
<td>• Respect others’ rights to learn</td>
<td>• Enter and exit room in an orderly manner</td>
<td>• Keep work space and books tidy</td>
<td>• Use manners at all times</td>
<td>• Talk in turns</td>
<td></td>
</tr>
<tr>
<td>• Ask permission to leave the classroom</td>
<td>• Clean up after yourself</td>
<td>• Return all lost items to the office</td>
<td>• Be honest</td>
<td>• Be a good listener</td>
<td></td>
</tr>
<tr>
<td>• Be on time</td>
<td>• Do not take items that belong to others without permission</td>
<td>• Do not keep items that do not belong to you</td>
<td>• Play fairly – take turns, invite others to join in and follow rules</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Playground</th>
<th>We follow instructions.</th>
<th>We keep our hands and feet to ourselves.</th>
<th>We respect the property of others.</th>
<th>We do not say things that hurt others.</th>
<th>We listen when others are talking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Walk on the concrete</td>
<td>• Participate in school approved games</td>
<td>• Care for the environment</td>
<td>• Use polite language</td>
<td>• Play fairly – take turns, invite others to join in and follow rules</td>
<td></td>
</tr>
<tr>
<td>• Play in the designated areas</td>
<td>• Respect others’ personal space</td>
<td>• Place all rubbish in the bin</td>
<td>• Use manners at all times</td>
<td>• Report behaviour incidents to staff members</td>
<td></td>
</tr>
<tr>
<td>• Wear shoes and socks at all times</td>
<td>• Use words to discuss emotions</td>
<td>• Return all lost items to the office</td>
<td>• Be a problem solver</td>
<td>• Access peer mediators</td>
<td></td>
</tr>
<tr>
<td>• Be sun safe; wear a broad brimmed hat</td>
<td>• Enter and exit the school grounds safely</td>
<td>• Do not keep items that do not belong to you</td>
<td>• Use manners at the tuckshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Respect peer mediators</td>
<td>• Walk bikes safely through the school grounds</td>
<td>• Use polite language</td>
<td>• Play fairly – take turns, invite others to join in and follow rules</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eating Times</th>
<th>We follow instructions.</th>
<th>We keep our hands and feet to ourselves.</th>
<th>We respect the property of others.</th>
<th>We do not say things that hurt others.</th>
<th>We listen when others are talking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Eat in the designated eating areas</td>
<td>• Line up safely in designated undercover areas at the end of each break</td>
<td>• Place all litter in the bins</td>
<td>• Use polite language</td>
<td>• Talk in turns</td>
<td></td>
</tr>
<tr>
<td>• Sit down when eating</td>
<td>• Eat your own lunches provided</td>
<td>• Eat your own lunches provided</td>
<td>• Use manners at all times</td>
<td>• Be a good listener</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sharing of food is not allowed</td>
<td></td>
<td></td>
<td>• Wait your turn</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Before and After school</th>
<th>We follow instructions.</th>
<th>We keep our hands and feet to ourselves.</th>
<th>We respect the property of others.</th>
<th>We do not say things that hurt others.</th>
<th>We listen when others are talking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All students must assemble and sit in the main under covered area before school</td>
<td>• Enter and exit the school grounds safely</td>
<td>• Bikes and scooters need to be locked when using the school bike racks</td>
<td>• Use polite language</td>
<td>• Follow all supervising staff instructions</td>
<td></td>
</tr>
<tr>
<td>• Students must exit school grounds promptly at the end of each day</td>
<td>• Walk bikes safely through the school grounds</td>
<td></td>
<td>• Use manners at all times</td>
<td>• Listen for school pagers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Toilets</th>
<th>We follow instructions.</th>
<th>We keep our hands and feet to ourselves.</th>
<th>We respect the property of others.</th>
<th>We do not say things that hurt others.</th>
<th>We listen when others are talking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use toilets during breaks instead of class time</td>
<td>• Respect privacy of others</td>
<td>• Use toilets hygienically</td>
<td>• Use polite language</td>
<td>• Follow teacher instructions when using school toilet facilities</td>
<td></td>
</tr>
<tr>
<td>• No playing in the toilets</td>
<td>• One person in each cubical</td>
<td>• No defacing of toilet facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Always walk to and from the toilets in pairs</td>
<td></td>
<td>• Wash hands</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reinforcing expected school behaviour

At Loganholme State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. We believe students should model and demonstrate each and every day a number of standard expectations. These include:

- Follow instructions
- Complete set work
- Use manners
- Respect the staff and other students
- Play safely

We believe these expectations are the core attributes all students need to learn and demonstrate to successfully engage in school and their learning. When students do not demonstrate such behaviours they will be given consequences according to each individual case and circumstance.

Re-directing low-level and infrequent problem behaviours

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

When a student exhibits low-level and infrequent problem behaviour, the first response of staff is to:

- make the student aware their behaviour choice is inappropriate;
- remind the student of expected school behaviour and relevant school rule;
- prompt the student to articulate appropriate behaviour choice;
- remind the student what the consequences will be if inappropriate behaviour continues.

This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community.

Targeted Behaviour Support

Students identified through analysis of behaviour data may require extra behaviour support through targeted intervention. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put student learning (their own and that of others) and social success at risk if not addressed in a timely manner.

To provide targeted behaviour support, Loganholme State School utilises processes and strategies such as:

- Functional behaviour analysis;
- all staff trained in Essential Skills for Classroom Management;
- SAC (Student Advancement Committee) referral for Case Management
- a team approach to supporting students on targeted support programs as required;
- use of data-based criteria for evaluation and exit from targeted support programs;
- making adjustments as required to address individual students’ needs (e.g. curriculum modifications, participation in social skills programs, individual incentive programs).

In-Class Behaviour Support Plans

Students who regularly fail to follow classroom rules may be placed on an in-class behaviour support plan. Plans will outline target behaviours and set behaviour goals for students. Each plan will also identify rewards for students who achieve their behaviour goals.

Alternative Play Options

Students who regularly have difficulty in following school expectations during playtime may be required to have an alternative monitored playground option. Options are tailored to address individual needs and may nominate a specific area in which students may play or a specific activity in which to participate.
options aim to assist students in gaining skills and strategies that will help them follow the rules and be able to make good decisions during playtimes.

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

**Intensive Behaviour Support**

Loganholme State School is committed to educating all students, including those with high behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support and the following processes and strategies may be implemented:

- in-school referral process (Student Advancement Committee) for teachers seeking assistance to support students with high level needs;
- use of behaviour data to accurately identify students requiring individualised support;
- use of functional behaviour analysis process to investigate patterns of behaviour where necessary;
- individual support profiles and plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support those students consistently across all classroom and non-classroom settings;
- flexible and/or alternative learning options;
- use of district, regional and state behaviour support options (e.g. Bardon Road/STEPS Behaviour Unit);
- liaise with external agencies as required (e.g. Child Safety, Child Youth Mental Health, Autism Queensland).

All students who are referred to the Student Advancement Committee (SAC) for behaviour will require an Individual Behaviour Support Plan. The Individual Behaviour Plan will outline a systematic approach to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours.

*Individual Behaviour Support Plans* incorporate incentives for students who achieve their behaviour goals. The plan will be drafted in consultation with relevant stakeholders such as class teacher, guidance officer, behaviour advisory personnel, school administration, parents and the student (where appropriate) and consider the student’s current level of behaviour and will determine the student’s needs and priorities. It promotes:

- shared responsibility;
- a consensus about behavioural and educational goals for the student;
- a focus on a small number of key behaviours;
- a collective accountability for outcomes;
- an opportunity for communication.

Parents will be required to attend a wraparound meeting where the plan is explained and opportunity for feedback provided before the plan is signed by all stakeholders.

The *Individual Behaviour Support Plan* is reviewed at agreed intervals and modified as required. Once the student consistently meets the target behaviours, the Individual Behaviour Support Plan may no longer be required.

### 5. Consequences for unacceptable behaviour

Loganholme State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable and consistent consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.
Whilst the focus is on proactive and preventative whole school approaches, certain types of behaviour are unacceptable and have consequences. Consequences are applied after consideration has been given to the unique circumstances of each situation.

Consequences are to be applied to:
• provide the opportunity for all students to learn
• ensure the safety of staff and students
• assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

Appendix 2 outlines the process staff follow when students make poor choices about behaviour in the classroom.

When students break the school rules, the school must respond accordingly to each individual case with appropriate and logical consequences.

To deter unacceptable behaviour we have a number of systems in place that work together to respond to negative behaviour choices at school. Below is an overview:
1. Daily Zone System
2. Red Cards
3. Believe and Achieve Thermometer – yearly tracking of behaviour – loss of levels
4. Individual Responsible Behaviour Plans
5. Intensive Behaviour Support

Where required, the administration team will consult with other key stakeholders including the school’s Guidance Officer, Senior Guidance Officers, Regional Behaviour Support Staff and other outside agencies students may be engaged with.

**Minor and major behaviours**

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:
- **Minor** behaviour incidents are handled by staff members at the time it happens and can refer it to the student’s classroom teacher
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in a serious way
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:
- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process (see Appendix 8) where a staff member takes the student aside and:
  1. Warn the student the behaviour choices they are making are not appropriate
  2. Remind the student of expected school behaviour
  3. Ask the student to acknowledge and state the school rule they are breaking
  4. Highlight to the student if they continue with the behaviour, what the consequence will be

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.
Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then contacts the Administration Team member. A report of the student’s behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

<table>
<thead>
<tr>
<th>Level</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour</td>
</tr>
<tr>
<td>Level 2</td>
<td>Suspension from school, parents and carers contacted, referral to Guidance Officer, referral for specialist behaviour services, *Bardon Road/STEPS. (*District Behaviour Support Programs)</td>
</tr>
<tr>
<td>Level 3</td>
<td>Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.</td>
</tr>
</tbody>
</table>

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

Suspension:
The range of available consequences will be considered when responding to inappropriate student behaviour. The Education Act (General Provisions) 2006 gives Principals authority to suspend a student for up to 20 school days. A student can be suspended for disobedience, misconduct or conduct that is prejudicial to the good order and management of the school.

At Loganholme State School, suspensions may be considered for:
- persistent and wilful disobedience;
- failure to follow the program of instruction; violent behaviour;
- verbal harassment of staff or students;
- persistent bullying;
- vandalism;
- theft;
- threatening staff or students;
- verbal misconduct;
- immoral behaviour;
- use of harmful substances at school;
- failure to comply with an Individual Behaviour Plan;
- failure to follow a Re-Entry Plan;
- other circumstances that threaten the good order and management of the school as determined by the Principal.

Re-Entry Plans:
After a student has been suspended, a meeting will take place with the student, their parent and a member of the Administration Team to discuss re-entry to the school. At this meeting a plan is developed to enable the student to successfully return to school. Strategies may include:
- flexible return to school (part days for a set period) through an approved plan;
- formulation of an Individual Behaviour Plan;
- establishment of monitored play arrangements;
- a Check In/Check Out arrangement;
- an alternate play program;
- alternate classroom sessions with other classes for a period of time.
Exclusion:
The Principal will consider the circumstances of a case and exclude a student from the school
- for a determined period;
- permanently.

At Loganholme State School, exclusions may be considered for:
- persistent and wilful disobedience;
- persistent violent behaviour;
- persistent verbal harassment of staff or students;
- persistent insolence;
- persistent unwillingness to participate in a program of instruction;
- extremely aggressive and violent behaviour;
- using a weapon at the school against another person;
- possession of drugs at school;
- selling drugs at school;
- other circumstances that threaten the good order and management of the school as determined by
  the Principal.
The following table outlines examples of minor and major behaviour incidents*  *Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

<table>
<thead>
<tr>
<th>Area</th>
<th>Rule</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| Classroom             | We follow adult instruction the first time, every time | Failure to respond to adult request  
                              ▪ We respect others’ rights to learn  
                              ▪ We follow adult instruction the first time, every time  
                              ▪ We respect others’ rights to learn | Any major disruption in class that stops the teaching and learning of others  
                              ▪ Non compliance  
                              ▪ Uncooperative behaviour |
<table>
<thead>
<tr>
<th>Toilets</th>
<th>Classroom</th>
<th>Eating Times</th>
<th>Before and After School</th>
<th>PlayGround</th>
<th>Toilets</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ We respect the privacy of others</td>
<td>▪ We respect the property of others</td>
<td>▪ We place all rubbish in the bins</td>
<td>▪ We do not borrow items belonging to others and take them home</td>
<td>▪ We care for the environment</td>
<td>▪ We use toilets hygienically</td>
<td>▪ We use polite language</td>
</tr>
<tr>
<td>▪ Climbing under toilet doors</td>
<td>▪ Petty theft</td>
<td>▪ Deliberate littering</td>
<td>▪ Deliberately taking home items that belong to others</td>
<td>▪ We return lost items to the office</td>
<td>▪ Inappropriate toilet use</td>
<td>▪ We use manners</td>
</tr>
<tr>
<td>▪ Looking over the cubicles</td>
<td>▪ Looking over the cubicles</td>
<td>▪ Stealing food with others</td>
<td>▪ Kicking, throwing or minor damage to another’s property</td>
<td>▪ We store mobile phones &amp; other electrical devices in the office</td>
<td>▪ Throwing wet toilet paper on the roof</td>
<td>▪ We are honest</td>
</tr>
<tr>
<td>▪ Inappropriate physical contact</td>
<td>▪ Lack of care for item belonging to others</td>
<td>▪ Eating and possessing gum at school</td>
<td>▪ Stealing/major theft</td>
<td>▪ We use polite language</td>
<td>▪ Inappropriate language (written/verbal)</td>
<td>▪ Inappropriate language (written/verbal)</td>
</tr>
<tr>
<td>▪ Stealing/major theft</td>
<td>▪ Mobile phone not handed to the office</td>
<td>▪ Wilful property damage</td>
<td>▪ Wilful property damage</td>
<td>▪ We do not share food</td>
<td>▪ Calling out</td>
<td>▪ Not playing fairly</td>
</tr>
<tr>
<td>▪ Wilful property damage</td>
<td>▪ Petty theft</td>
<td>▪ Vandalism</td>
<td>▪ Wilful property damage</td>
<td>▪ No gum at school</td>
<td>▪ Poor attitude</td>
<td>▪ Minor bullying</td>
</tr>
<tr>
<td>▪ Vandalism</td>
<td>▪ Petty theft</td>
<td>▪ Lack of care for the school environment</td>
<td>▪ Wilful property damage</td>
<td>▪ Keeping items (eg hats) that belong to others</td>
<td>▪ Disrespectful tone</td>
<td>▪ Poor attitude</td>
</tr>
<tr>
<td>▪ Use of mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
<td>▪ Petty theft</td>
<td>▪ Keeping items (eg hats) that belong to others</td>
<td>▪ Wilful property damage</td>
<td>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td>▪ Minor dishonesty</td>
<td>▪ Disrespectful tone</td>
</tr>
<tr>
<td>▪ Offensive/ aggressive language</td>
<td>▪ Petty theft</td>
<td>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td>▪ Wilful property damage</td>
<td>▪ Offensive/ aggressive language</td>
<td>▪ Offensive/ aggressive language</td>
<td>▪ Minor dishonesty</td>
</tr>
<tr>
<td>▪ Verbal abuse / directed profanity</td>
<td>▪ Petty theft</td>
<td>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td>▪ Major defiance</td>
<td>▪ Offensive/ aggressive language</td>
<td>▪ Offensive/ aggressive language</td>
<td>▪ Major dishonesty</td>
</tr>
<tr>
<td>▪ Major dishonesty that impacts on others</td>
<td>▪ Petty theft</td>
<td>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td>▪ Major defiance</td>
<td>▪ Major dishonesty that impacts on others</td>
<td>▪ Major dishonesty that impacts on others</td>
<td>▪ Major bullying</td>
</tr>
<tr>
<td>▪ Major bullying</td>
<td>▪ Petty theft</td>
<td>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td>▪ Major defiance</td>
<td>▪ Major bullying</td>
<td>▪ Major bullying</td>
<td>▪ Blatant disrespect</td>
</tr>
<tr>
<td>▪ Blatant disrespect</td>
<td>▪ Petty theft</td>
<td>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td>▪ Major defiance</td>
<td>▪ Major bullying</td>
<td>▪ Major bullying</td>
<td>▪ Major defiance</td>
</tr>
<tr>
<td>▪ Major defiance</td>
<td>▪ Petty theft</td>
<td>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td>▪ Major defiance</td>
<td>▪ Major bullying</td>
<td>▪ Major bullying</td>
<td>▪ Major defiance</td>
</tr>
<tr>
<td>Eating Times</td>
<td>Before and After School</td>
<td>Toilets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
<td>--------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ We use polite language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ We use manners</td>
<td>▪ Not playing fairly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ We use polite language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ We use manners</td>
<td>▪ Minor defiance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Not playing fairly</td>
<td>▪ Major bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Minor defiance</td>
<td>▪ Blatant disrespect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Major defiance</td>
<td>▪ Major defiance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eating Times</th>
<th>Before and After School</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ We follow all supervising staff instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Minor defiance</td>
<td>▪ Blatant disrespect to others</td>
<td></td>
</tr>
<tr>
<td>▪ Minor defiance</td>
<td>▪ Major defiance towards staff members or members of the community</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ We listen to others when they are speaking</td>
<td></td>
</tr>
<tr>
<td>▪ We listen to teachers and follow instructions</td>
<td>▪ Calling out</td>
</tr>
<tr>
<td>▪ We raise hands to speak</td>
<td>▪ Talking over the top of others</td>
</tr>
<tr>
<td>▪ We wait our turn to talk</td>
<td>▪ Answering back to a staff member</td>
</tr>
<tr>
<td>▪ Not playing fairly</td>
<td>▪ Minor defiance</td>
</tr>
<tr>
<td>▪ Minor defiance</td>
<td>▪ Blatant disrespect to others</td>
</tr>
<tr>
<td>▪ Major disruption to class</td>
<td>▪ Major defiance towards staff members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ We listen to others when they are speaking</td>
<td></td>
</tr>
<tr>
<td>▪ We listen to teachers and follow instructions</td>
<td>▪ Calling out</td>
</tr>
<tr>
<td>▪ We raise hands to speak</td>
<td>▪ Talking over the top of others</td>
</tr>
<tr>
<td>▪ We wait our turn to talk</td>
<td>▪ Answering back to a staff member</td>
</tr>
<tr>
<td>▪ Not playing fairly</td>
<td>▪ Minor defiance</td>
</tr>
<tr>
<td>▪ Minor defiance</td>
<td>▪ Blatant disrespect to others</td>
</tr>
<tr>
<td>▪ Major disruption to class</td>
<td>▪ Major defiance towards staff members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Playground</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Play fairly – take turns, invite others to join in and follow rules</td>
<td>▪ Calling out</td>
</tr>
<tr>
<td>▪ Report behaviour incidents to staff members</td>
<td>▪ Talking over the top of others</td>
</tr>
<tr>
<td>▪ Not playing fairly</td>
<td>▪ Answering back to a staff member</td>
</tr>
<tr>
<td>▪ Minor defiance</td>
<td>▪ Blatant disrespect to others</td>
</tr>
<tr>
<td>▪ Bullying/harassment</td>
<td>▪ Major disruption to class</td>
</tr>
<tr>
<td>▪ Blatant disrespect to others</td>
<td>▪ Major defiance towards staff members</td>
</tr>
<tr>
<td>▪ Major disruption to class</td>
<td>▪ Major defiance towards staff members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ We listen to others when they are speaking</td>
<td></td>
</tr>
<tr>
<td>▪ We listen to teachers and follow instructions</td>
<td>▪ Calling out</td>
</tr>
<tr>
<td>▪ We raise hands to speak</td>
<td>▪ Talking over the top of others</td>
</tr>
<tr>
<td>▪ We wait our turn to talk</td>
<td>▪ Answering back to a staff member</td>
</tr>
<tr>
<td>▪ Not playing fairly</td>
<td>▪ Minor defiance</td>
</tr>
<tr>
<td>▪ Minor defiance</td>
<td>▪ Blatant disrespect to others</td>
</tr>
<tr>
<td>▪ Major disruption to class</td>
<td>▪ Major defiance towards staff members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ We listen to others when they are speaking</td>
<td></td>
</tr>
<tr>
<td>▪ We listen to teachers and follow instructions</td>
<td>▪ Calling out</td>
</tr>
<tr>
<td>▪ We raise hands to speak</td>
<td>▪ Talking over the top of others</td>
</tr>
<tr>
<td>▪ We wait our turn to talk</td>
<td>▪ Answering back to a staff member</td>
</tr>
<tr>
<td>▪ Not playing fairly</td>
<td>▪ Minor defiance</td>
</tr>
<tr>
<td>▪ Minor defiance</td>
<td>▪ Blatant disrespect to others</td>
</tr>
<tr>
<td>▪ Major disruption to class</td>
<td>▪ Major defiance towards staff members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Before and After School</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ We follow all supervising staff instructions</td>
<td></td>
</tr>
<tr>
<td>▪ Minor defiance</td>
<td>▪ Blatant disrespect to others</td>
</tr>
<tr>
<td>▪ Minor defiance</td>
<td>▪ Major disruption to class</td>
</tr>
<tr>
<td>▪ Blatant disrespect to others</td>
<td>▪ Major defiance towards staff members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Before and After School</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ We follow all supervising staff instructions</td>
<td></td>
</tr>
<tr>
<td>▪ Minor defiance</td>
<td>▪ Blatant disrespect to others</td>
</tr>
<tr>
<td>▪ Minor defiance</td>
<td>▪ Major disruption to class</td>
</tr>
<tr>
<td>▪ Blatant disrespect to others</td>
<td>▪ Major defiance towards staff members</td>
</tr>
</tbody>
</table>
6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Basic Defusing Strategies

| Avoid escalating the problem behaviour | • Avoid shouting  
• Cornering the student  
• Moving into the student’s space, touching or grabbing the student  
• Sudden responses  
• Sarcasm  
• Becoming defensive, communicating anger and frustration through body language |
|---------------------------------------|--------------------------------------------------|
| Maintain calmness, respect and detachment | • Model the behaviour you want students to adopt  
• Stay calm and controlled  
• Use a serious measured tone  
• Choose your language carefully  
• Avoid humiliating the student  
• Be matter of fact and avoid responding emotionally |
| Approach the student in a non-threatening manner | • Move slowly and deliberately toward the problem situation  
• Speak privately to the student/s where possible  
• Speak calmly and respectfully  
• Minimise body language  
• Keep a reasonable distance  
• Establish eye level position  
• Be brief  
• Stay with the agenda  
• Acknowledge cooperation  
• Withdraw if the situation escalates |
| Follow through | • If the student starts displaying the appropriate behaviour briefly acknowledge their choice and redirect 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 | • Assist the student to identify the sequence of events that led to the unacceptable behaviour  
• Identify the moments during the sequence of events  
• Evaluate decisions made  
• Identify acceptable decision options for future situations |
Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate physical danger to him/herself or to others

Appropriate physical intervention may be used to ensure that Loganholme State School’s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Instances involving the use of physical intervention are documented. The following records are maintained:
- OneSchool incident report;
- OneSchool contact regarding debriefing for student and staff.

A database for tracking student behaviour is available on OneSchool and data assists with student needs being met.

7. Network of student support
Students at Loganholme State School receive support from many sources including:
- School teaching and support staff;
- School Administration;
- Student Advancement Committee (SAC);
- Parents;
- Guidance Officer;
- Advisory Visiting Teachers;
- Staff from Positive Learning Centres;
- Student support including peer mediators.

Support is also available through the following government and community agencies:
- Disability Services Queensland;
Loganholme State School – Responsible Behaviour Plan for Students

- Child and Youth Mental Health;
- Queensland Health;
- Department of Communities (Child Safety Services);
- Police;
- Local Council.

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

Loganholme State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- State Schools Strategy 2016-2020
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Crime and Misconduct Act 2001
- Anti-Discrimination Act 1991
- Public Interest Disclosure Act 2010
- Commission for Children and Young People and Child Guardian Act 2000
- Child Protection Act 1999
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
• Student Dress Code
• Student Protection
• Supporting Student’s Mental Health and Wellbeing Policy Statement
• Hostile People on School Premises, Wilful Disturbance and Trespass
• Police and Child Safety Interviews with Students, and Police Searches at State Educational Institutions
• Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
• Managing Electronic Identities and Identity Management

11. Some related resources
• Bullying. No Way!
• http://www.bullyingnoway.gov.au/national-day/
• Schoolwide Positive Behaviour Support
• Code of Conduct for School Students Travelling on Buses
• National Safe Schools Framework
• National Safe Schools Framework Resource Manual
• Working Together resources for schools- Kids Matter
• Cybersafety and schools resources
# Responsible Behaviour Plan

For Students

*(based on *The Code of School Behaviour*)

## Endorsement

<table>
<thead>
<tr>
<th>Renee Child</th>
<th>Mike Latter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Principal</td>
<td>P&amp;C President</td>
</tr>
</tbody>
</table>

Effective Date 2020
Appendix 1

1. Daily Zone System

<table>
<thead>
<tr>
<th>Red Zone</th>
<th>Orange Zone</th>
<th>Green Zone</th>
<th>Purple Zone</th>
<th>Blue Zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class daily zone system</td>
<td>Student has broken a school rule despite reminders.</td>
<td>Repeated rule reminder for low level behaviour.</td>
<td>Displays expected level of behaviour, at times requires some reminders of the rules.</td>
<td>Consistently following the rules.</td>
</tr>
<tr>
<td>Report Card Comments</td>
<td>Unacceptable</td>
<td>Needs Attention</td>
<td>Satisfactory</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

Student behaviour is monitored on the daily Zone Chart.

- Each student will start in the Green Zone at the beginning of the day.
- Students can move between the zones according to the behaviour choices they make throughout the day.
- The meaning of each zone is stated above.
- If a student does reach the red zone throughout a day, they can still move out of it depending upon the choices and effort they make from that point on. Alternatively, students that move into the purple and blue zone can also go backwards as well.
- Teachers, in consultation with support staff, make the choices of whether students move through the zones.
- Students who have not required rule reminders throughout the day and have consistently following the school rules will be able to move to Purple zone at the end of the day.

2. Blue Cards – Positive Behaviour

This system operates within the playground at break times. When students model or demonstrate positive behaviours they can receive a Blue card from staff members. This is then handed to the classroom teacher so the student can move up a zone on the daily chart.

3. Student of the Week Awards

One student will be selected each week from each class to receive an award at our whole school assembly. Certificates are presented to students as an acknowledgement of their positive behaviours at school.

4. Believe and Achieve Passport - Points System

Students can earn points depending on the coloured zone they finish on each day. The points are recorded and tracked in each classroom via different ways. Such examples include sticker charts or Loganholme State School Passports. Students are trying to collect as many points as they can.

+ 1 point
+ 2 points

5. Believe and Achieve Thermometer – Yearly Tracking of Student Behaviour

Once students have accumulated 10 daily zone points they can then move up one level on the annual ‘Believe and Achieve’ Thermometer which tracks the student’s behaviour over the school year.

10 points = 1 level on the Believe and Achieve Thermometer
6. End of Term Behaviour Reward Days

Once the students have accumulated 10 points from their classroom zone chart it then equates to moving up 1 level on the thermometer. Students aim to move up through the levels and the zones.

At the completion of each term the school publicly recognises a different group of identified students from the Believe and Achieve Thermometer. This can range from the top five students in each class to the students that have shown the greatest improvement in each class.

The end of term Behaviour Reward’s Day, is seen as a coveted event within the community. Students see it as both an honour and privilege to be invited to participate in this event.

These include:

- Movie Days
- Discos
- Shows & Performances
- Ten Pin Bowling
- Morning Teas with the Leadership Team
Appendix 2

1. **Daily Zone System**

Students’ behaviour will be monitored daily on our Zone Chart. Below is a table outlining the process staff will take when students break a school rule according to their appropriate Year level. (see appendix 8)

*Please note: that students can jump levels depending on the severity of each situation and context.*

<table>
<thead>
<tr>
<th>Prep &amp; Year 1</th>
<th>Year 2 – Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time</td>
<td>Warning</td>
</tr>
<tr>
<td>Second Time</td>
<td>Move to the Orange Zone</td>
</tr>
<tr>
<td>Third Time</td>
<td>Move to the Red Zone</td>
</tr>
<tr>
<td>Fourth Time</td>
<td>10 minutes Time Out – Name recorded in class folder</td>
</tr>
<tr>
<td>Fifth Time</td>
<td>Buddy Class NB: One teacher per Buddy Class only</td>
</tr>
<tr>
<td>Sixth Time</td>
<td>Detention (Behaviour Reflection Sheet) or Refer to Administration</td>
</tr>
<tr>
<td>Severe Clause</td>
<td>Refer to Administration and contact home (Wilfully hurts another student, wilfully destroys property, repeatedly refuses a direction, engages in behaviour which endangers a class)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prep – Year 2</th>
<th>Year 3 - 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension</td>
<td>Drop 1 levels on Thermometer</td>
</tr>
<tr>
<td>Suspension</td>
<td>Drop 3 levels on Thermometer</td>
</tr>
</tbody>
</table>

**2. Red Cards**

Students can be issued with a Red Card from staff members for behaviours that have occurred in the playground and specialist lessons. The red cards are to be given to the classroom teachers to further investigate the incident, case manage and implement appropriate consequences. Classroom teachers are then to monitor the frequency of red cards students are receiving and will liaise with other key stakeholders including Admin and parents if further support and assistance is required.

**3. Believe and Achieve Thermometer – yearly tracking of behaviour – loss of levels**

Points deduction system...

Our school behaviour system is designed to discourage students from making the wrong behaviour choices at school. Keeping this in mind, the consequences for breaking school rules also needs to be consistent, fair and transparent across the school. Much the same way students are rewarded through a point system for making the right behaviour choices at school, students can also lose levels as a consequence for major inappropriate behaviour (eg. suspension).

**Loss of Levels on the Believe and Achieve Thermometer...**

<table>
<thead>
<tr>
<th>Prep – Year 2</th>
<th>Year 3 - 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension</td>
<td>Drop 1 levels on Thermometer</td>
</tr>
<tr>
<td>Suspension</td>
<td>Drop 3 levels on Thermometer</td>
</tr>
</tbody>
</table>

**Orange and Red Levels – Believe and Achieve Thermometer**

Students who find themselves in the Red and Orange zones will have consequences for their actions. If they cannot display the expected behaviours of following the school rules on a day to day basis at school, then they will not have the opportunity to represent the school at excursions, incursions or whole school activities. This could include Sports Days, Cross Country, Swimming Carnivals, Maths Challenges and Camps etc. Students must earn that right to these privileges and extra-curricular activities.
Appendix 3

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students are not encouraged to bring valuable personal technology devices like phones, iPods or iPads to school as there is a risk of damage or theft. Such devices that are not school approved must be handed into the school office before school begins and be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

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

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

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Loganholme State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

---

*Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students involved in:

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

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

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

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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

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

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

**Inappropriate behaviour outside of school hours**
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*
Appendix 4

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

Bullying can be defined as a repeated behaviour by an individual or group that causes distress, hurt or undue pressure. The behaviour may be verbal, physical, social or psychological.

**Purpose**

1. Loganholme State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Loganholme State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. At Loganholme State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. Whether bullying behaviour is observed between students of equal or unequal power, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

**Rationale**

4. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

5. The anti-bullying procedures at Loganholme State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

**Prevention**

6. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 5 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

7. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
  - Not to respond to messages but keep them to report to parents and/or teachers immediately
  - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Loganholme State School will then investigate and respond to any school related incident of cyberbullying.

8. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Loganholme State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

9. Loganholme State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
WORKING TOGETHER TO KEEP LOGANHOLME STATE SCHOOL SAFE

We can work together to keep weapons out of school. At Loganholme State School:

- Every student has the right to feel safe and be safe at school.
- No weapons are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- 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.

Leadership Team can take action against a student who brings a weapon to school.

- If a student has a weapon at school, principals can inform the police.
- Possessing a weapon at school may result in serious disciplinary consequences.
- Police can search a student and their property at school if they suspect a student has a weapon.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a weapon on or in school property.
- If the principal suspects the student has a weapon in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a weapon at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Loganholme State School safe?

- Make sure your child knows what the laws and rules are about weapons.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact Principal.
LSS Playground Behaviour Card

Blue Card

Student: __________________________

We follow instructions

We do not say things that hurt others

We respect the property of others

We keep our hands and feet to ourselves

We listen when others are talking

Teacher: __________________________

Date: ___________  Class: ___________

LSS Playground Behaviour Card

Red Card

Student: __________________________

We follow instructions

We do not say things that hurt others

We respect the property of others

We keep our hands and feet to ourselves

We listen when others are talking

Teacher: __________________________

Date: ___________  Class: ___________
Appendix 7

Student Dress Code

Our Student Dress Code consists of an agreed standard of dress for students who attend our school. The uniform for students is developed by the Parents & Citizens Association following consultation with parents, staff and students. The dress code also covers other aspects of personal presentation of students.

Statement of intent:

The Student Dress Code applies to students when:

✓ Attending or representing our school
✓ Travelling to and from school
✓ Engaging in school activities out of school hours

Aims of the code:

Our uniform aims to contribute to a safe and supportive learning environment through:

✓ Ready identification of students and non-students at school
✓ Fostering a sense of belonging
✓ Developing a mutual respect among students by minimising visible evidence of economic or social differences

Responsibilities

Parents are responsible for ensuring their children wear a correct, presentable and a clearly labelled uniform—including the school hat to school each day. On the rare occasion that this is not possible a written explanation or phone call would be appreciated.

The P&C Association is responsible for consulting with the school community regarding uniform information and managing the uniform shop.

The Principal is responsible for enforcing the code, providing the Student Dress Code to families at the time of enrolment and ensuring that the Student Dress Code and its application comply with both EQ policy and the Education (General Provisions) Act 2006.

Teachers are responsible for expecting all students to wear their correct uniform each day and requesting a note from home explaining why students are not in uniform. Teachers may work in partnership with families experiencing difficulty in having the full school uniform.

Uniform Shop

The uniform shop is operated by the Parents & Citizens Association of Loganholme State School. It is facilitated by the tuckshop. Operating times are available from the school office.

All compulsory items of uniform are available to be purchased from the uniform shop.

Second Hand Clothing

The uniform shop at times may have a limited supply of preloved uniforms. The items will vary in price, condition and availability.

Emergency Clothing Pool

The school office also maintains an emergency supply of student uniforms. These are not for sale to families but are used to assist students when necessary.
Uniforms For Formal Occasions

Boys and girls are required to wear complete school (not sports) uniforms for all formal occasions such as special visits outside the school, school photo day and other public functions.

**Summer Uniform**

<table>
<thead>
<tr>
<th>Item</th>
<th>Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Either</td>
<td>School dress</td>
</tr>
<tr>
<td>or</td>
<td>Maroon shorts/skort/skirt</td>
</tr>
<tr>
<td>Shirt</td>
<td>School polo</td>
</tr>
<tr>
<td>Socks</td>
<td>White (short)</td>
</tr>
<tr>
<td>Shoes</td>
<td>Black lace up (or Velcro) or black joggers/sneakers/leather shoes. Laces must be black.</td>
</tr>
<tr>
<td>Hat</td>
<td>Maroon school hat (no caps allowed)</td>
</tr>
</tbody>
</table>

**Winter Uniform**

- School dress with maroon tights (optional) and maroon jumper or Zip Jacket (no writing or pictures).
- Maroon track pants with school polo and maroon jumper or zip jacket (no writing or pictures).

**Sports Uniform**

<table>
<thead>
<tr>
<th>Item</th>
<th>Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorts</td>
<td>Maroon</td>
</tr>
<tr>
<td>Shirt</td>
<td>House polo** or school polo</td>
</tr>
<tr>
<td>Socks</td>
<td>White (short)</td>
</tr>
<tr>
<td>Shoes</td>
<td>Black lace up (or Velcro) or black joggers/sneakers/leather shoes. Laces must be black.</td>
</tr>
<tr>
<td>Hat</td>
<td>Maroon school hat (no caps allowed)</td>
</tr>
</tbody>
</table>

**On sports day students have a choice of wearing the house polo or the school polo only.**

**General Appearance**

- Small plain silver or gold stud earrings worn in the ears.
  - No spacers, sleepers, bright or multi coloured earrings or body piercings are permitted.
- Neck chains for religious purposes must be worn out of sight. Parents must understand that in accordance with Workplace, Health and Safety standards any student wearing a neck chain will be removed from any physical activity that could place them in danger.
- Wrist watches are the only acceptable jewellery.
- Hair must be neat and tidy. If long, hair must be tied or pinned away from the face for male and female students.
  - Extreme hair colours (e.g. green, pink or purple rinses) and/or extreme hairstyles (e.g. spikes, tracks, rats tails or mohawks) are not conducive with the community endorsement of our Dress Code (see below)
- Other than clear nail polish, cosmetics may not be worn at school.
- False nails are not permitted.
- Maroon bike pants may be worn under school dresses as long as they are not so long as to be visible.
- The only headwear that is acceptable is the school maroon hat consistent.
- Shirts worn underneath school shirts must not be visible. If the shirt is visible the student will be asked to remove it.
- Due to Workplace, Health and Safety standards, no canvas skate shoes, high-top sneakers or ankle boots e.g. Vans/Converse/Work Boots/Basketball Gym Boots etc. are permitted or acceptable footwear.
- Students who arrive at school unsuitably dressed may either be sent home or supplied with correct items of uniform, on loan only.
- Payment plans can be made for families experiencing economic hardship.
Parents seeking exemptions to the Code due to religious beliefs, ethnic or cultural background, student disability, health condition or economic hardship must apply in writing to the principal for consideration.

**Community Endorsement of the Code**

The Parents and Citizens Association of Loganholme State School resolves that it supports a student dress code for our school because it believes that the code promotes the objectives of Education (General Provisions) Act 2006 through providing a safe and supportive teaching and learning environment by:

- Ready identification of students and non-students at school
- Eliminating distraction of competing in dress and fashion at school
- Fostering a sense of belonging
- Developing mutual respect among students through minimising visible evidence of economic or social differences

**Dress Code Review**

Loganholme State School’s Dress Code Policy is reviewed annually and submitted to the Parents and Citizens Association for support and endorsement.

The parent community is regularly consulted on school uniform matters through the Parents and Citizens Association.

Parents and Citizens Association meetings are held the third Monday of each month. Please refer to the school web page for upcoming dates.

The Parents and Citizens Association representatives can be contacted by email at pandc@loganholmess.eq.edu.au

*This code was updated and ratified by the P&C Association in March 2018*
Behaviour Consequences

Prep – Year 1

Step 1 — Friendly reminder from the teacher

Step 2 — Name moved to the Orange Zone

Step 3 — Name moved to the Red Zone

Step 4 — 10 minutes time out

Step 5 — Go to buddy class

Step 6 — Playtime detention

Step 7 — Office

Red Zone
School Rule Broken

Orange Zone
Warning

Warning
Appendix 8

Year 2 – 6

Behaviour Consequences

Step 6 – Office

Step 5 – Playtime detention

Step 4 – Go to buddy class

Step 3 – Name moved to the Red Zone

Step 2 – Name moved to the Orange Zone

Step 1 – Friendly reminder from the teacher