



Logan City Special School

Student Code of Conduct

2021 - 2024

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: Rod Kirkland

Principal Signature:



Date: 8 December 2020

P/C President and-or School
Council Chair Name: Annette McKenna

P/C President and-or School
Council Chair Signature:



Date: 8 December 2020

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Purpose

Logan City Special School is committed to providing a school environment that is safe, supportive, positive and stimulating for all students, staff, parents and visitors.

The Logan City Special School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive and effective whole school approach to behaviours and outcomes. All staff are committed to the implementation of School wide Positive Behaviour for Learning.

The Student Code of Conduct provides a guide to ensure that our school fosters high standards of behaviour so that all students have the opportunity to engage in quality learning experiences and can participate positively within our school community and beyond.

Principal's Foreword

Logan City Special School is committed to providing a school environment that is safe, supportive, positive and stimulating for each person. All staff are committed to the implementation of School wide Positive Behaviour Support for Learning.

This Code of Conduct Plan provides a guide to ensure that our school fosters high standards of behaviour so that all students have the opportunity to engage in quality learning experiences and can participate positively within our school community and beyond.

At Logan City Special School, managing behaviour is seen as a valuable opportunity for developing social learning and enhancing our ability to successfully provide a productive learning and teaching environment.

In our school, we are committed to:

- Individualised programming for each student determined by their unique needs
- Encouraging every student to reach their potential and to become functional, lifelong learners.
- A school community where each member is respected and valued
- Providing a school environment that is safe, supportive, positive and stimulating for each person.
- A school learning community where each person is committed to self-reflection, and participating in quality learning opportunities.

Our school motto of 'Independence Through Learning' is a driving guide to our practices as is our school wide rules of 'We Care, We Cooperate and We Communicate'.

Our school staff believe that communication and positive connections with students and families are the most valuable skills our communities need now and in the future.

Staff take an educative approach to discipline, affirming that behaviour can be taught and that mistakes are opportunities for everyone to learn.

Our 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 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.

Rod Kirkland
Principal

Nicole Hendriks
Deputy Principal

Karen Retter
Deputy Principal

P&C Statement of Support

As president of the Logan City Special School P&C Committee, I am proud to support the new Code of Conduct. The inclusive, transparent consultation process has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Code of Conduct, as the awareness and involvement of parents 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 Code of Conduct and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Logan City Special School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Logan City Special School Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join our 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.

Annette McKenna – President Logan City Special School P & C

Consultation

The consultation process used to inform the development of the Logan City Special Student Code of Conduct occurred in three phases.

In the first phase, meetings were held with staff members from the Positive Behaviour for Learning committee between April and May 2020. During these meetings, we identified strengths and successes from our previous school behaviour plan and areas for further development.

In the second phase, we provided a survey to students, parents and staff on school culture and climate. Participants were asked to rank their priorities and offer positive ideas and suggestions to add to the Student Code of Conduct.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting for endorsement. The P&C Association endorsed the Logan City Special School Student Code of Conduct for implementation in 2021.

Data Overview

Key measures related to student behaviour, safety and wellbeing using existing data sets available to all schools are available on our school website within the Logan City Special School Annual Report. You can find this in the Documents section on the website.

<https://logancityspecs.eq.edu.au/Pages/default.aspx>

This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

Review Statement

The Logan City Special School Student Code of Conduct will undergo annual minor updates through PBL Committee processes to reflect changing circumstances, data and staff. A comprehensive review will be conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour and is based on an individual student basis. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at Logan City Special School.

LOGAN CITY SPECIAL SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	<25	<25	<25
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

At Logan City Special School, managing behaviour is seen as a valuable opportunity for developing social learning and enhancing our ability to successfully provide a productive learning and teaching environment.

At Logan City Special School, we are committed to:

- Individualised programming for each student determined by their unique needs
- Encouraging every student to reach their potential and become functional, lifelong learners
- Ensuring each member in our school community is respected and valued
- Providing a school environment that is safe, supportive, positive and stimulating for each person
- A school learning community where each person is committed to self-reflection, and participating in quality learning opportunities

Multi-Tiered Systems of Support

Model for Managing Behaviour at Logan City Special School

Level 1:

For effective management of behaviour, staff create and implement proactive behaviour strategies. These are effective behaviour and classroom management practices used to support student learning and positive behaviour outcomes.

Strategies include (but are not limited to):

- Effective classroom management systems
- School wide rules
- Positive classroom rules
- Skills and expectations for behaviour are taught in structured lessons to every student each week (lessons are individualised where needed)
- Reward systems (school wide/ classroom/ individual)
- Cooperative learning environments
- Positive relationship building
- Zones of Regulation
- Visual supports
- Classroom Profiling (voluntary observations)

The focus is on school-wide positive behaviour for learning. Students also have opportunities to receive awards, school wide GOTCHA rewards and prizes, and recognition at a school wide level on a weekly basis at assemblies.

Level 2:

For some students, a planned and positive program may be required to actively engage students to make more appropriate behavioural choices. An Individual Behaviour Response Plan will be developed by a team (Student case manager/s, Parent/Caregiver/s, PPT).

members, Behaviour Support Advisors, etc.) to provide additional behaviour support. This document will describe the student's behaviour and identify proactive and reactive strategies to be followed when the behaviour is being displayed. This plan will be regularly monitored and reviewed during Term 1 and Term 4 of the school year.

Strategies include (but are not limited to):

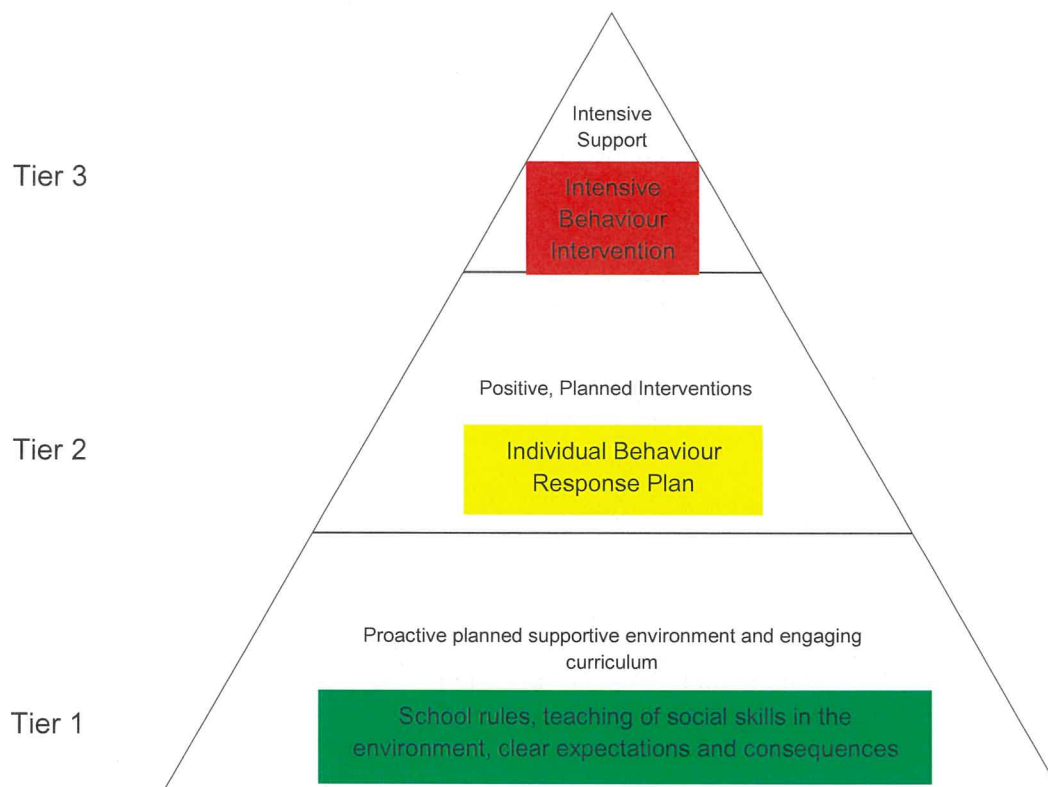
- Buddy class referral
- Social skills lessons
- Development of an Individual Behaviour Response Plan (Collaboration and signed approval by parents/caregivers)
- "Take a break" system (Planned time out)
- Self-regulation skill development
- Access to community agencies
- Referral to PBL committee for support (e.g. observations, resources, strategies, etc.)

Level 3:

For a small number of students, reactive strategies may need to be implemented. These reactive strategies will be used in a respectful and positive manner, and should be identified in the student's support plan. Level 1 and 2 interventions must be exhausted in order for reactive strategies to be used, unless in an emergency.

Strategies include:

- Alternative programs
- Functional Behaviour Analysis (FBA)
- Additional support from behaviour experts (internal/external)
- Part time schooling/adjusted school days
- Access to community agencies
- Suspension and exclusion



Strategies range in a continuum from Proactive at the bottom of the triangle (for all students at all times) to Reactive at the top of the triangle (for a very few students in exceptional circumstances).

Consideration of Individual Circumstances

Parents and carers who work through this model with staff will have each step explained in detail where it is relevant to their child. This ensures the document is specific to the individual student, their behaviour needs, and the context of which the behaviour occurs.

Students who exhibit challenging behaviour, or ongoing developmental or management needs, may need to have a more individualised behaviour support plan developed for them. This is reviewed through the school's Positive Behaviour for Learning Committee. The Individual Behaviour Response Plan draws upon the work of LaVigna and Willis. This document must be signed by the Case Manager/s, Principal and parent/caregivers. This plan should be regularly monitored and reviewed during Term 1 and Term 4 of the school year.

In 1981 Dr Gary LaVigna and Dr Thomas Willis founded the Institute for Applied Behaviour Analysis (www.iaba.com). This institute provides supported employment, supported living and supported educational services to individual with challenging behaviour in Southern California. IABA is committed to providing the most advanced and highest possible quality services in support of people with challenging behaviour. Their goal is to assure the highest quality of life possible for people by enabling them to live regular lives in natural settings with full, positive and valued community presence and participation. IABA has also become an internationally recognised source for training in the areas of positive, person-centred behaviour support and instructional strategies.

The Logan City Special School Individual Behaviour Response Plan outlines the systematic approach used to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours.

The Individual Behaviour Response Plan is developed collaboratively with parents/carers, professionals and the student (where appropriate) ensure the team understands behavioural and educational goals of the student. The team considers the current behaviours displayed by the students, what is already in place to support and determine the individual's needs and priorities for future change. In achieving this, we promote:

- Shared responsibility
- Collaboration to agree on behavioural and educational goals of the student
- Ability to prioritise behaviours according to level of urgency and/or severity
- Collective responsibility for outcomes
- Opportunities for communication

At Logan City Special School, we are committed to the use of non-aversive behaviour management strategies to effect change in behaviour. We do not use strategies that are restrictive, nor do we use punishment, intimidation or fear as a consequence to behaviour.

If a student continues experiencing challenging behaviours, more intensive behaviour support may be required in conjunction with the strategies mentioned above. Students matching this criteria will require an abbreviated LCSS Functional Behaviour Analysis (FBA), which is guided by the Intensive Behaviour Intervention Strategy (see table below).

This plan will be developed with the assistance of internal and external experts, stakeholders, case managers and the student's family. The team will meet to identify the typography and function of the student's behaviour, and develop proactive strategies to support the student. This abbreviated FBA will be monitored and reviewed regularly. As success is gained, intensive support will be slowly removed.

Reactive strategies are only to be used after appropriate consultation and permission has been approved and signed by parents/caregivers. It is a final component of an Intensive Behaviour Intervention Strategy where a critical issue needs to be managed safely. Restrictive practices are not to be used, except in emergency situations.

Intensive Behaviour Intervention Strategy:

Proactive Strategies			Reactive Strategies
Ecological Manipulation	Positive Programming	Support Strategies	Situational Management
Settings	General Skills	Behavioural	Active Listening
Interactions	Functionally equivalent skills	Differential Reinforcement	Stimulus change
Instructional Goals	Functionally related skills	Reinforcement Schedules	Redirecting focus
Environmental Pollutants	Coping/tolerance	Stimulus Control	Crisis Intervention
Number and Characteristics of People		Instructional control	
		Stimulus satiation	
		Other	
		Neuro physical techniques	
		Medical Adjustments	
		Dietary changes	

The student population of Logan City Special School is extremely diverse in terms of individual needs (health and disability related), cognitive ability, cultural background, background of experiences and age. Each of these factors may impact on behaviour and will be taken into account when determining behaviour support and intervention programs. In many cases these factors help us understand why behaviour occurs, but they will not be accepted as an excuse for unacceptable behaviour. Individual needs requires different individualised responses.

Due to confidentiality and respect to individuals, not all members of the school community will have knowledge of the reasons behind decisions made with respect to the dignity of the individual/s involved. Our commitment is to consistency and fairness across the school. Decisions regarding support, intervention programs and consequences to behaviour will be shared within the Positive Behaviour for Learning committee to ensure equality.

Student Wellbeing

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

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Logan City Special School, students are provided with age-appropriate health and safety units as part of the Health and Relationship Education program. Senior school students and select classes across the school are involved in Sex and Relationship Education lessons to help reinforce public health and safety messages. Topics may include, public and private, relationships, sex education, and drugs and alcohol substances. Parents/carers are informed when these are planned during the school year.

Policy and expectations

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

Drug education and intervention

Logan City Special School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Logan City Special School works closely with parents, and internal and external professionals to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs while attending school or school-based activities.

Appropriate health plans are developed and followed by staff for students with specialised health needs. All staff should be aware of the student's medical condition and an appropriate number of staff must be trained to support the student's health condition.

Medications

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

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

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

Mental health

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

Self-harm (without suicidal tendencies)

Logan City Special School implements individualised strategies for students that display self-harming behaviours (without suicidal tendencies). Some students display these behaviours as a way of self-regulating or satisfying sensory needs. Depending on the student, the absence of this outlet could cause further challenging behaviours. Staff will develop a sensory and/or Individual Behaviour Response Plan that includes strategies to reduce or prevent the occurrence of these behaviours. Individual Behaviour Response Plans are a collaborated document requiring signed approval from teachers, administration and the students' parents/caregivers.

Sexualised behaviours/puberty

Logan City Special School staff ensure sexualised behaviours and puberty topics are discussed, and strategies are implemented appropriately throughout the school on an age/individualised basis. Staff will determine the function of the behaviour and where needed will create a sensory and/or individual behaviour response plan.

Staff will encourage appropriate sexualised behaviours (where and when) for students who are experiencing puberty and will teach them skills and strategies to manage it. For some students at Logan City Special School, these behaviours can be a way of self-regulating or fulfilling sensory needs and will require a sensory plan to support management of the behaviour.

Sensory needs

Logan City Special School supports students with sensory sensitivities and manage resources to meet their needs. Students may experience hyper or hypo sensitivities to feedback from auditory, light, touch, smell and taste. To support these needs, teachers create an individualised sensory plan to describe their seeking and avoiding behaviours.

The school allocates additional funding for students with a sensory plan to support their engagement in learning and access to the curriculum, as well as regulation and behaviour support.

Suicide prevention

Logan City Special School staff who notice suicide warning signs from a student should seek help immediately from the school guidance officer, or other appropriate staff.

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

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

Suicide postvention

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

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

Student Support Network

An extensive network of student support exists at Logan City Special School, and other networks are sourced and accessed as needed. These networks will be accessed as appropriate to the individual needs of students. These organisations will be encouraged to work in partnership with school personnel and families – rather than in isolation. The networks include:

Parents and carers
Teachers
Guidance Officer – school and district
Head of Curriculum
BAT – Behavioural Advisory Team
Police

Paediatricians and other
Medical Practitioners

Disability Services Queensland

Relevant Cultural groups

Principal and Deputy Principal
Teacher aides
Therapists – Occupational, Physio
and Speech (Internal & External)
Community organisations – e.g.
Life Without Barriers, Cerebral
Palsy League, Early Years Centre
Alternative education services e.g.
YMCA, Toogoolawah, and The
Shed.
Child Youth and Mental Health
Services
Volunteers

Whole School Approach to Discipline

Logan City Special School has been engaged in the State-Wide Positive Behaviour for Learning Program (Education Queensland). All staff in the PBL committee receive training through this program and mentor other members of their team. We access the Behaviour Advisory Team Support staff on a needs basis to assist us with emergent issues.

The school is also committed to all staff receiving training in specific behaviour management needs where required.

Our school motto is "Independence through Learning". Our intent in managing behaviour is to encourage students towards independence, self-regulation and self-management where at all possible.

Our school rules remind us of our responsibilities and ways of acting. Our key rules are:

- We care
- We cooperate
- We communicate

These are referred to as "Our 3 C's". A fourth C is that in each of these rules we emphasise that we choose our behaviour and we choose our consequences. This is an over-riding philosophy of our Responsible Behaviour Plan.

The "3 C's" are applied consistently in all school environments including whole school activities, classrooms, bus- lines and community based learning.

These rules are described within each of these environments and are specifically taught to students on a daily basis. The range of skills taught in each of these settings include:

We care:

- We care for ourselves
- We care for other people
- We care for our school

We co-operate:

- We take turns
- We share
- We follow instructions

We communicate:

- We listen
- We use a calm voice and kind words
- We tell people what we need

PBL Expectations

Whole school reward system:

At Logan City Special School, our whole school reward system is GOTCHAs. Students who demonstrate our school rules receive a GOTCHA from Teachers and Teacher Aides incidentally across the day. At the end of each week, the GOTCHAs are tallied for each student. Students are then recognised and rewarded during school's weekly assembly. When students collect a certain amount of GOTCHAs, they receive an award:

25 GOTCHAs –	Ribbon
50 GOTCHAs –	Award
75 GOTCHAs –	Ribbon
100 GOTCHAs –	Pizza Party
150 GOTCHAs –	Certificate
200 GOTCHAs –	Morning Tea with Rod
250 GOTCHAs –	Letter of recognition sent home to parents

Classroom Reward Systems:

School wide PBL provides the foundations for Classroom PBL, which can be described as the consistent implementation of proactive, research-informed, evidence-based practices for classroom management (Department of Education, 2019). Teachers are encouraged to develop their own classroom based reward system when necessary. These classroom reward systems could involve a whole class working towards an activity, an object, an item or anything that the whole class is able to access and will benefit from.

Individual reward system:

Individual reward systems are used to support students who need extra motivation for a variety of reasons, e.g. staying on task, modified behaviour, etc. Examples of individual reward systems may include:

- Privilege Pass: Access the hub or Kellie Pool
- IT Access: Computer, iPad, games
- Sensory Play: bubbles, water play, play do and so on
- Visit another class: organise a buddy class to visit

These motivators can be presented with working towards charts and first then charts to help the student understand what it is that they are working towards.

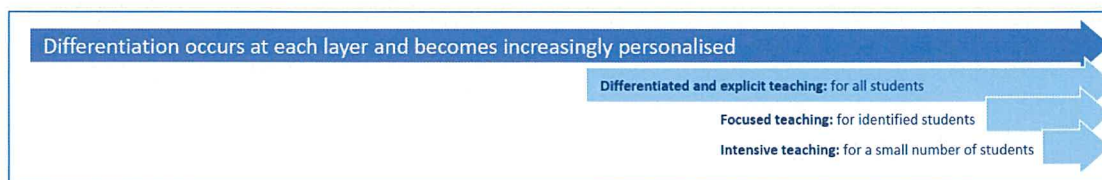
System	Example	Approach
Whole school reward system	GOTCHA's/certificate	Whole school
Classroom reward system	Working towards an activity, item, object that is appropriate for all students in the classroom. For example extra play time, classroom shop etc.	Class focused/teacher decides
Individual reward system	Working towards an activity, item, object that is appropriate/differentiated for individual students. For example; First then chart, privilege pass etc.	Student focused/teacher decides

Differentiated and Explicit Teaching

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

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

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



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

Focused Teaching

Students may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Teacher Aides and support staff, including staff with specialist expertise in learning, language, therapy or development, work collaboratively with class teachers at Logan City Special School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching

Logan City Special School invests in the following evidence-informed programs to address specific skill development for some students:

- Cognitive Behaviour Theory
- Behaviorist management approaches
- First Steps
- Functional Based Assessment
- Classroom Profiling

Intensive Teaching

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

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

At Logan City Special School, most students have an Individual Curriculum Plan (ICP) or Senior Education and Training (SET) Plan. Teachers meet with all families twice a year to discuss their child's learning levels and Access Goals, which identifies a communication, self-management, interpersonal and motor development goal. These plans are approved to ensure the student's access to the curriculum is differentiated and achievable.

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

The teachers of students who require intensive teaching will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

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

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

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

Differentiated

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")
- Recall expectations
- 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
- Divert or distract strategies
- Warning of more serious consequences (e.g. removal from classroom)
- Complete work during student’s free time

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- 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 team work 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)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address 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 City Special School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via administration to the students' parents/caregivers (type of communication is dependent on the individual and their circumstances). Re-entry meetings are subject to the individual and the length of time can vary. The principal/deputy principal will be in attendance as well as the classroom teacher (if possible).

Structure

The structure of the re-entry meeting should follow a set agenda, however, is individualised for the student and their family. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible agenda items could include:

- Welcome back to school
- Check in on student wellbeing
- Apologies from the student to relevant staff/students
- Discuss any recent changes to school routine or staffing – possible adjusted school times/days
- Review/set new goals for the student to be successful at school
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

Logan City Special 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. These policies are a general guide that should be individualised and differentiated for students and their families:

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Logan City Special 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 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)

Students may bring items that are not listed above, unless staff believe the item can/will have a detrimental effect on the safety of staff/students if lost, broken, touched/taken by another student/staff, etc. Some students at Logan City Special School can have/develop some obsessive, compulsive behaviours to seemingly 'harmless' objects (e.g. fidget toys). In this case, staff will make the decision whether the item can remain at school, be temporarily removed from the student or left in administration/in the classroom. Items that staff believe students should not bring to school (not listed above) will be discussed with

parents/caregivers. The allowance of these items will be made on an individualised basis to consider students' needs and wants.

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

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

Responsibilities

State School Staff at Logan City Special School:

- do not require the student's consent to search school property such as desks or bags 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);
- staff will not search a student unless staff believe there is reasonable consideration that the student has a prohibited item/an item that is unsafe for staff and students. Reasonable considerations will be made by staff in situations and the individual students

Parents of students at Logan City Special School

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

Students of Logan City Special School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Logan City Special School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
 - items that have been discussed with by school staff;
- 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. 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 City Special School has determined that explicit teaching of appropriate use of computers and school based iPads (not communication devices) is an important component of digital learning. 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.

Access and use of Personal Electronic Devices at school will be closely monitored by staff and will be permitted on an individual basis. The school policy prefers PED (not including communication devices) not be sent to school and if bought to school shall remain in the administration office for the school day. Individual cases and considerations of the student's individual needs may influence staff to make alternate decisions on the students PED.

Responsibilities

The responsibilities for students using mobile phones or other devices (not personal communication devices) at school or during school activities, are outlined below.

It is **acceptable** for students at Logan City Special School to:

- seek teacher's approval where they wish to use a personal electronic device under special circumstances

It is **unacceptable** for students Logan City Special School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language

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

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

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

Preventing and responding to bullying

Logan City Special School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Each year, LCSS senior students are elected Logan City Special School's Wellness Captains and Leaders. They are encouraged with support from staff to identify issues throughout the school that affect student wellbeing. This could include presenting information or strategies at assemblies and provide posters/information to display around the school.

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 City Special School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart is presented by the Department of Education and supports the actions Logan City Special School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint, their assessment of immediate risk to student/s and the individual needs of the students involved.

Logan City Special School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher or relevant Deputy Principal

Year 7 to Year 12 – Class teacher or relevant Deputy Principal

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information as needed from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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 City Special School may face in-school disciplinary action, such as 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.

Logan City Special 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](#).

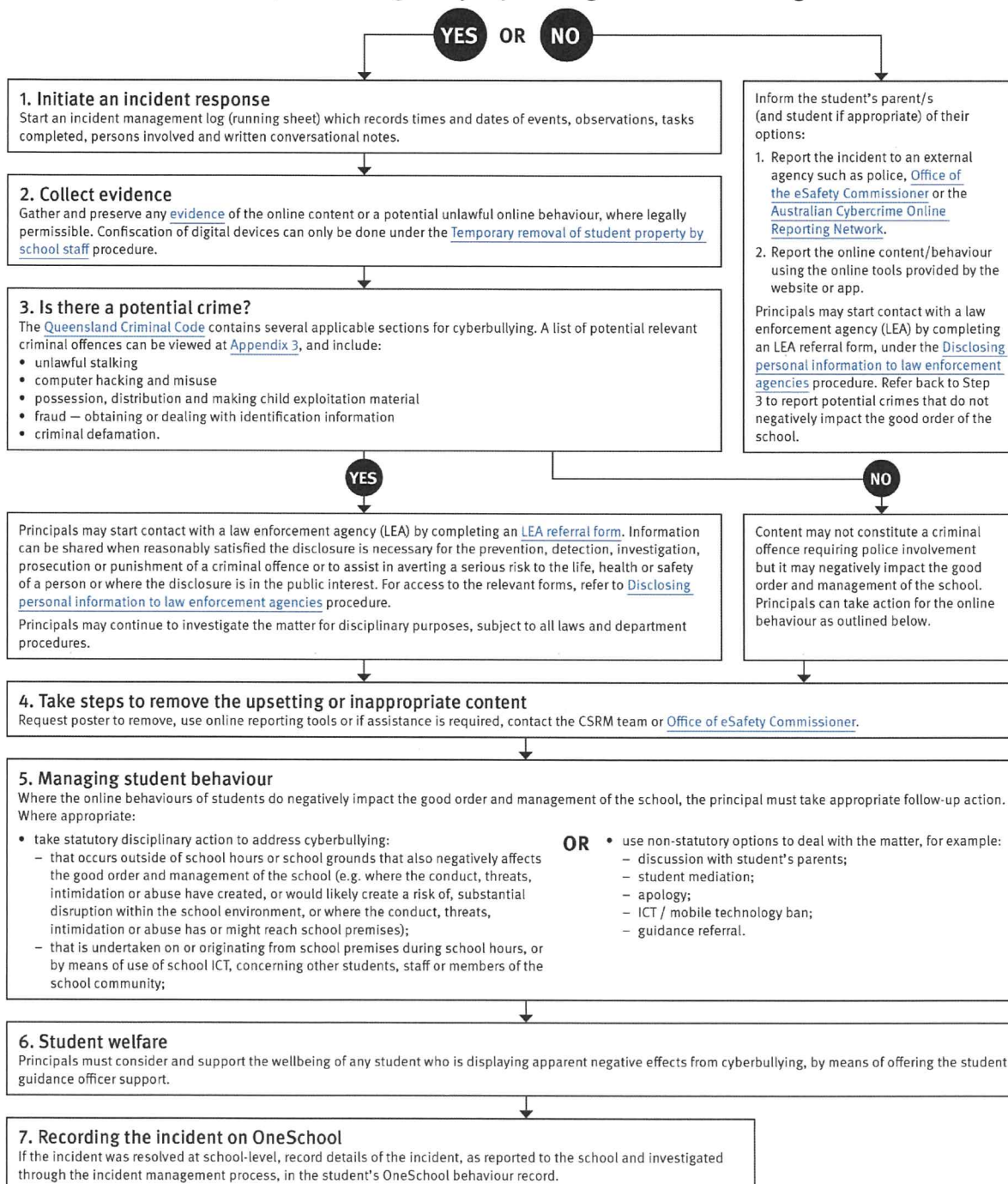
Explicit images

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?**



Cyber safety 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 cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety 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 cyber safety 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 cyber safety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Logan City Special 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.

Logan City Special School – Anti-Bullying Compact

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

Logan City Special School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Logan City Special 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).



474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

The Intensive Behaviour Intervention reactive strategies will be used first when dealing with incidents involving severe problem behaviour in an effort to defuse the situation. Staff at Logan City Special School should follow the abbreviated FBA, which is a guided framework from the Individual Behavioural Response Plan (where applicable). Such strategies include:

- a. Preventing behaviour escalation
- b. Maintaining calmness, respect and detachment
- c. Approaching the student in a non-threatening manner
- d. Acknowledge appropriate behaviour
- e. Debrief with student when appropriate

Should the behaviour continue, escalate and/or become unsafe, appropriate intervention may be used to ensure that Logan City Special School's duty of care to protect students and staff from foreseeable risks of injury is met. This intervention may include, evacuation of other staff and students away from the student or situation, removing potentially dangerous objects, contacting administration for support, informing staff the seriousness of the situation and initiating a possible lock down procedure. Lock down informs all staff that a highly critical incident involving severe challenging behaviour is occurring and that all staff and students should remain in their classrooms with their doors locked from the outside, until safety has been re-established.

Logan City Special School is committed to all staff receiving training in appropriate professional development relevant to minimising aggression and harm. This training allows staff to appropriately and safely physically defend themselves and others when experiencing unsafe situations, without causing harm to anyone involved.

Physical Intervention

Logan City Special School staff follows the guidelines that the Department of Education Restrictive Practices policy which states no restrictive practices/measures will be used (i.e. students have the option of leaving an area - cannot be locked in a room/withdrawal area).

Appropriate physical intervention may be used to ensure that Logan City Special School's duty of care to protect students from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of the student or other students are threatened and is used to prevent injury. This strategy is a last resort option. Staff may make legitimate use of physical intervention **only** if the student is in immediate danger and on an individual student basis (e.g. running onto oncoming traffic).

Physical intervention can involve supporting another student to be moved from a possibly dangerous situation, removing potentially dangerous objects and in extreme situations, physical restraint if the student is in immediate danger, which is likely to lead to serious injury/death. Staff at Logan City Special School will make this decision for individual students and circumstances.

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 be used
- The underlying function of the behaviour must be displayed

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented.

The following records must be maintained:

- OneSchool incident report and Physical Intervention report uploaded (Appendix 1)
- Workplace Health and Safety Incident report online
- Debriefing report (for student and staff) (Appendix 2)

Critical Incidents

It is important for all staff members to be informed of the procedures needed to be taken when responding to an emergency situation that involves a student's behaviour that could potentially harm themselves or others. This ensures consistent, appropriate actions are taken to guarantee the safety of all school community members.

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 discipline the student; it is a crisis management period only.

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

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

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

Related Procedures and Guidelines

All unacceptable behaviour at Logan City Special School will have a consequence. The consequence will be relevant to the behaviour and will be delivered consistently and with fairness. Students will be warned of impending consequences.

Consequences may include:

- Fixing the damage caused
- Completing required work at another time (e.g. play time)
- Missing a reward activity
- Spending time with another class
- Spending time with Deputy Principal or Principal
- Having note sent home or phone call to parents
- Meeting with parents about behaviour
- Suspension
- Exclusion

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Positive Behaviour Support tally sheet is used to record all minor problem behaviours within that month. It is collated and results are added to a data base. Minor and major problem behaviours are reported on OneSchool.

The Principal has the discretion to implement suspension/exclusion procedures as he/she deems necessary and appropriate, following a full investigation of an incident or series of events. Feedback from parents and staff has informed the following list of the types of behaviours that **may** potentially result in suspension/expulsion:

- Wilfully engaging in a pattern of unprovoked physical and/or verbally aggressive behaviour towards students staff and/or others
- Deliberate actions endangering themselves and/or others
- Wilfully damaging or destroying another's property or school property
- Immoral behaviour or grossly inappropriate behaviours
- Illegal behaviour e.g. smoking, substance abuse, weapons (including knives)

Minor and Major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, which will determine where the incident is recorded:

- **Minor** problem behaviour is handled by staff members at the time it happens, data is kept on monthly data sheets and handed in to the PBL committee at the end of the month. The data is collated on a spreadsheet and is accessible by all staff
- **Major** problem behaviours are reported on OneSchool as an individual incident.

At times staff will need to make an educated decision whether they believe the behaviour witnessed was a minor or major incident. This will be done by taking into account many factors including, but not limited to, individual student, circumstances surrounding incident, internal factors, and environmental controls. Furthermore, if staff begin to see a pattern/multiple minor behaviours over a short period of time – this can be documented as a major behaviour.

Minor behaviour concerns	Major behaviour concerns
<ul style="list-style-type: none">• Physical aggression without an object (pushing, pinching, soft punch, tripping, kicking, head butting, scratching, hair pulling, open fist hit/punch without force)• Verbal harassment• Physical aggression with an object (pushing chairs/desks, throwing items, etc.)• Non - compliance• Absconding (within school)• Self- harm• Sexualised behaviours	<ul style="list-style-type: none">• Closed fist hit/punch• Biting, strangling• Use of any weapons, knives etc.• Full physical intimidation• Pinning another student to ground• Physical injury to another causing first aid• Throwing heavy/sharp objects at person• Absconding (outside school grounds)• Full swing hit with object• Two hand push with force• Damaging property/ throwing classroom property• Spitting with intent• Grossly inappropriate behaviour• Sexualised behaviours involving others• Behaviours that require Administration support

Resources

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

Conclusion

Logan City Special 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 the school community needs to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

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
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school the best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).

- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).