



Loganlea State High School

Student Code of Conduct

2026-2029

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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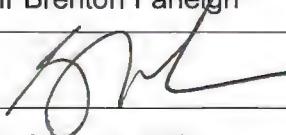
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Endorsement

Principal Name: Mr Brenton Farleigh

Principal Signature:



Date: 27 January, 2026

P/C President and-or School
Council Chair Name: Mrs Teena Fodor

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



Date: 27 January, 2026

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Purpose

Loganlea State High School is committed to providing a supportive, respectful and disciplined learning environment for all students, staff, parents and visitors.

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

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



Principal and P&C President's Foreword

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

In respect to these relationships, the Loganlea SHS Code of Conduct has been developed in consultation with the school community, in particular with respect to the identification of core school values, that help shape and build the skills and knowledge of all our students to live healthy lives, physically and mentally, and be young people of outstanding character. Our school believes that these elements are the most valuable commodity our communities need now and in the future.

This community consultation identified three core values, Respect, Integrity and Resilience which were expanded into statements of action and intent that apply to all members of the school community. These values and action statements are:

Respect

... for self, others and the environment.

Integrity

... doing what is right, not what is easy - even when no-one is watching.

Resilience

... staying strong and overcoming challenges to achieve your goals.

Built around these values the Code was then prepared and distributed for comment to members of the school community, in particular staff and parent representatives. The Code continues to be promoted, to new students upon enrolment and more generally through the school website and the Principal's ongoing communication to all parents.

Families who require assistance to access the Loganlea SHS Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

I thank the students, teachers, parents and other members of the community for their work in developing this Loganlea SHS Student Code of Conduct. Your interest and the views shared have been invaluable. The Code provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Review

The Loganlea SHS Student Code of Conduct may undergo annual minor updates to reflect changing behaviours. A full review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

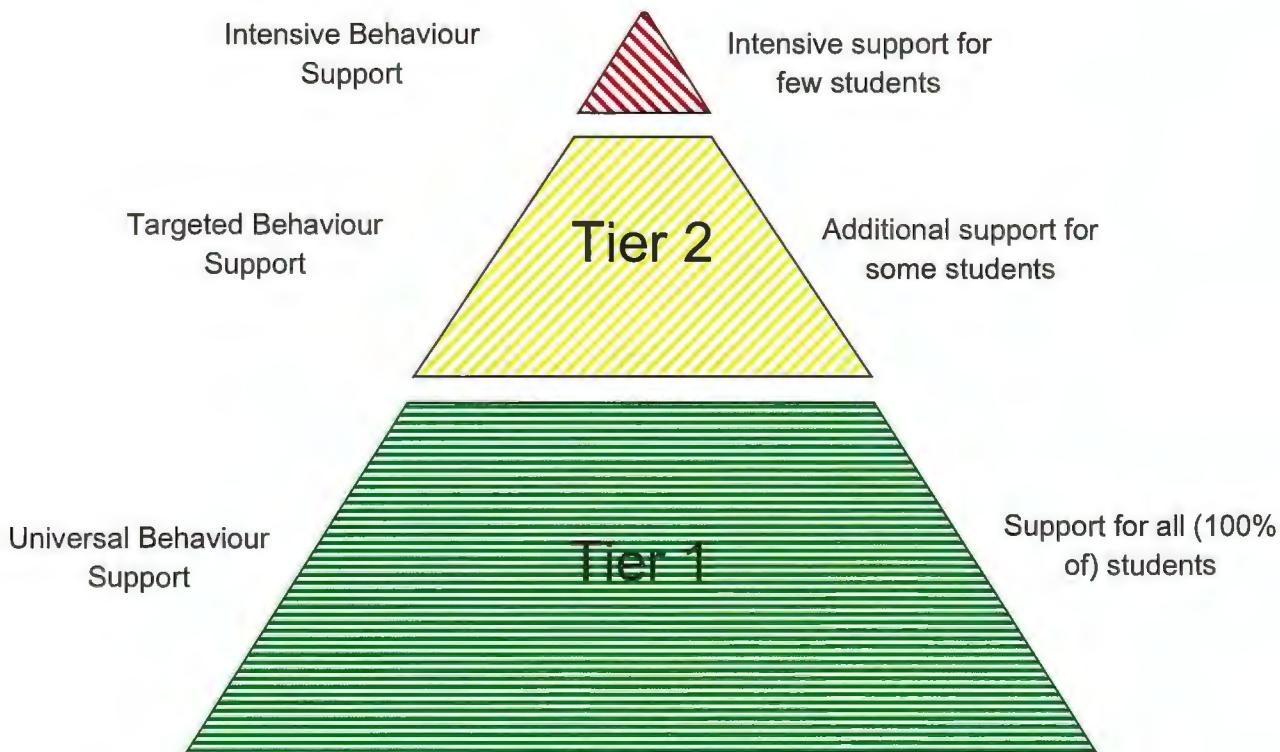


Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Loganlea State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.



Tier 1

Tier 1 is for all students (100%) to support academic and behavioural development. The focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:

- Teaching behaviours in the setting they will be used
- Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- Providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them.
- Asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

Tier 2

Tier 2 is targeted instruction and support for some students that are more intense than Tier 1, providing time and specialisation in services from a range of school-based and external staff to enable students to meet the required behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level have certain things in common:

- There is a clear connection between the skills taught in the interventions and the school-wide expectations.
- Interventions require little time of classroom teachers and are easy to sustain
- Interventions have a good chance of being successful (E.g. they are “evidence-based” interventions that are matched to the student’s needs

Tier 3

Tier 3 is for individualised services for few students who require intensive support and are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student’s use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

Consideration of Individual Circumstances

Staff at Loganlea State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be equally successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please contact the school.

Student Wellbeing

Loganlea State High 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 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 such Loganlea SHS has intentionally enacted a range of Case Management strategies to ensure that every student has one staff member with overall responsibility for monitoring the health, well-being and academic progress of each student.

In addition, Loganlea SHS has developed a bespoke Wellbeing Program for all students based upon elements including Careers Development, Respectful Relationships and a range of other important and emerging wellbeing or social priorities. The quality of this program was recognised at the Australian Education Awards in 2025.

Student Well-being 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

Loganlea State High School offers support through the school well-being hub for students who self-refer or are involved in drug-related incidents at school, during school activities or while in school uniform. This support is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Loganlea State High School works closely with parents 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 whilst attending school or school-based activities. This means that appropriate health plans are



developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Loganlea State High 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. Where possible, it is preferred that any medication required is administered outside of class time to avoid disruption to student's learning.

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

Mental health

Loganlea State High School implements early intervention measures and supports 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](#).

Suicide prevention

Loganlea State High School school staff who notice suicide warning signs in a student seek help immediately from the school Guidance Officer, senior Guidance Officer or other appropriate staff.

When dealing with a mental health crisis, the school will 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, Loganlea State High 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 tragic case of a suicide of a student, Loganlea State High School will enact a postvention response, by communicating with the family of the student and ensuring immediate support is provided to all students and staff who may be affected.

Multi-Tiered Student Support Network

Loganlea State High School is proud to offer a comprehensive Student Support Network to promote the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any staff member at Loganlea State High School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is then connected to the appropriate representative of the Student Support Network.

Service	Support	Through
Universal Student Support	<p>General student support and welfare processes maintaining continuity of contact with students and their families and promoting an inclusive and positive school culture</p> <p>Individual and, at times, group support to students to assist engagement with education and training</p> <p>Monitoring of attendance, behaviour and academic data to identify areas of support need</p> <p>Nurturing belonging to the care group, year level and school to help students to feel comfortable and therefore want to come to school</p>	<p>Care group teachers</p> <p>Dean of Students</p> <p>Personalised Learning Coaches (PLC)</p> <p>PASS Case managers</p> <p>Teacher Aides</p> <p>Youth Workers</p> <p>Youth Support Coordinators</p> <p>School Chaplain</p> <p>STAR Coordinators</p> <p>Guidance Officers</p>
Health Support	<p>Provides consultations with assessment, support, health information and referral options related to general health, healthy eating and exercise, relationships, sexual health, smoking, alcohol and other drugs</p>	<p>School Based General Practitioner (GP)</p> <p>School Based Youth Health Nurse</p>
Career Guidance	<p>Helping students to make informed decisions about education, training, and career paths</p> <p>Providing advice, resources, and tools to help people understand their skills, interests, values, and opportunities in the job market</p>	<p>Guidance Officers</p> <p>Deans of Students</p> <p>Industry Liaison Officer (ILO)</p>
EALD Support	<p>Providing assistance to students with English as an Additional Language or Dialect, helping them through classroom support and small group instruction to develop the English language skills needed to succeed in school</p> <p>Tailoring teaching and resources to meet students language level</p>	<p>Dean of Students – Program Coordinator</p> <p>EALD Teachers</p> <p>EALD Teacher Aide</p>



Behaviour Support	Providing strategies and interventions designed to help students develop positive behaviours and reduce challenging or disruptive behaviours	Deputy Principals Guidance Officers Deans of Students Head of Special Education Services (HOSES) STAR Coordinators
Counselling and Mental Health	Counselling with students on a one-on-one basis or in a group setting Assisting students with specific difficulties, acting as a mediator in areas of social conflict or providing information on relevant life skills Liaising with parents, teachers, or other external health providers as needed as part of the counselling process	Guidance Officers - linked with external services School Based Psychologist Youth Workers School Chaplain
Cultural connection and awareness	Knowledge of and connection with cultural identity, skills, traditions and performances Support students to overcome barriers to education such as attendance at school, drug and alcohol support needs, relationship/social skills, conflict with family/peers/teachers and social/emotional/physical wellbeing Supporting language development as noted below in EALD Support	Dean of Students – Program Coordinator First Nations Teacher Community Education Counsellor (CEC) Beyond Broncos Support Workers Youth Workers EALD Teacher EALD Teacher Aides
Learning Support	Providing services, strategies, and resources to students who may have difficulties with learning to reach their full academic potential Ensuring all learners, regardless of their abilities or challenges, have access to an inclusive and supportive educational environment Supporting students with learning disabilities (such as dyslexia, dysgraphia, dyscalculia), ADHD or autism or who are falling behind academically	Engagement Support Coordinator MultiLit Teacher Aides General Teacher Aides Head of Special Education Services (HOSES) QCIA Coordinator Personalised Learning Coach (PLC) EALD Teachers EALD Teacher Aide Knowledge House Support Staff

Parents who would like more information about student and family supports that are available at Loganlea SHS are invited to contact the school.



It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coaches, Autism Coaches, Inclusion Coaches, Success Coaches, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please contact the Regional Office.

Whole School Approach to Discipline

Loganlea State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices

At Loganlea State High School we believe discipline is not about punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Loganlea State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do, to set students up for success is a shared goal of every parent and school staff member.

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

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, having **respect, integrity and resilience**.

Expectations of Students

On the following pages are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Loganlea State High School.

Expectations of Parents and Staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Respect

<i>What you can expect from us. We will ...</i>	<i>What we expect to see from you. That you ...</i>
Explicitly teach and role model respectful and considerate communication and behaviours	Are respectful and considerate in your conversations with and about staff on the phone, in school and at home
Respond as soon as practical to a request for an appointment and negotiate a mutually agreeable date and time with you	Unless in an emergency situation, make an appointment with 24 hours' notice, to speak with a class teacher or the Principal to discuss any matters relating to your child
Consistently promote, reinforce and support students to meet our school uniform and related policies	Support the school by ensuring that your child has all uniform items and that they conform with the school hair and jewellery expectations

Integrity

<i>What you can expect from us. We will...</i>	<i>What we expect to see from you. That you ...</i>
Always be honest and open in communication while maintaining appropriate confidentiality of other staff and students	Provide the school with all information relevant to the child or an issue, and show understanding that confidentiality will restrict communication possible about the students of other parents.



Always work with parents/carers to approach difficult situations with a “solutions” focus and a growth mindset	Raise concerns or criticisms directly with the appropriate officer at the school and give them an opportunity to resolve the issue
Consistently welcome, educate and support students and celebrate the strengths of different life choices, cultures and religions	Join with the school to embrace differences and uphold the rights of all other students and families in the school community
Talk about our school, students and workplace constructively, both verbally and through social media	Talk about our school, students and workplace constructively, both verbally and through social media and if/when necessary access the confidential complaints process

Resilience

<i>What you can expect from us. We will...</i>	<i>What we expect to see from you. That you ...</i>
Engage with appropriate agencies to develop and promote support systems within the school and the community.	Support yourself and your child to access the appropriate available and affordable supports when needed to overcome challenges
Teach students and interested members of the community the importance of resilience and how it can be developed	Role model and encourage resilience in difficult situations to help your child learn the benefits of consistent effort over time.
Explicitly teach and role model strategies that promote self-control when faced with difficult situations	Explicitly teach and role model strategies that promote calmness and self-control when faced with difficult situations
Consistently teach, promote and reinforce both the expectations and the education value and social benefits of the school electronic devices policy	Support the school electronic devices policy by initiating contact with your child through the school office

Differentiated and Explicit Teaching

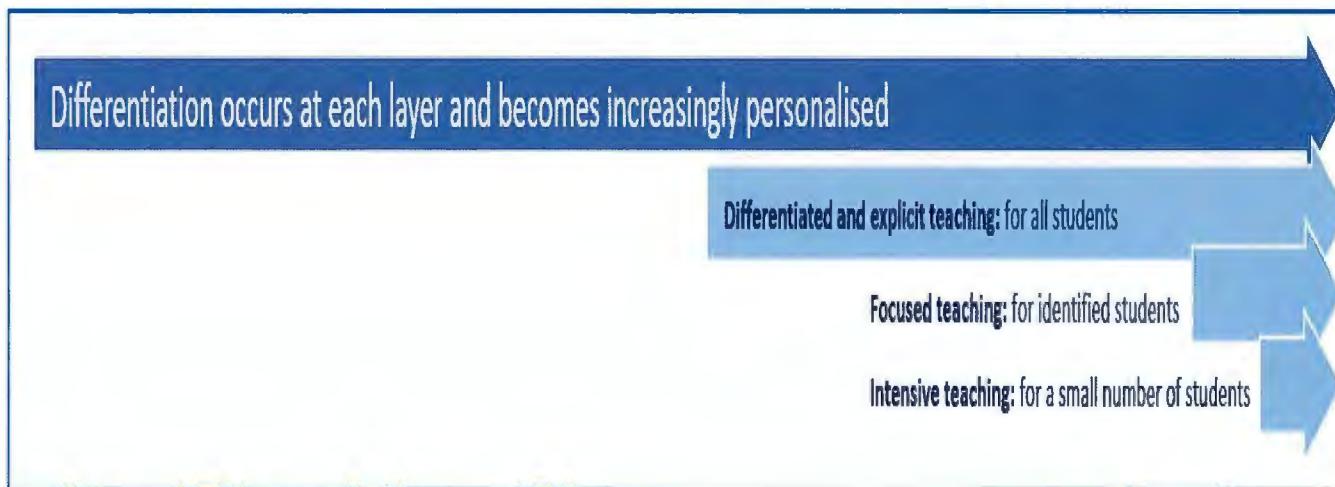
Loganlea State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and give students opportunities for practise.

Teachers at Loganlea State High 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 teaching and behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring 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 approach used for academic and pedagogical differentiation.



These three layers map directly 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.

Expectations of Students

Every classroom and area in our school uses both the “Actions that reflect our values – all settings” document and the relevant **area specific** “Actions that Reflect our Values” matrix as illustrated following, as the basis for developing student behaviour standards. Using these documents, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in the relevant space. The all settings document and the relevant site specific actions are on display in every area of the school and used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issue

To ensure these expectations are clearly visible, available to students and able to be referred to by teachers in their explicit instruction about positive behaviours, every teaching area has **four posters** clearly displayed that are shown following. These posters are taken directly from the behaviour expectations matrix and identify the expected behaviours for students on “**Entry**”, “**In class**” and “**Exit**”. The fourth poster titled “**Scales of Behaviour**” identifies how behaviour errors are managed in the classroom, on a scale depending on the seriousness of the behaviour ranging from minimal intervention by the classroom teacher to significant intervention by the Principal.

Actions that reflect our values IN ALL SETTINGS OF THE SCHOOL COMMUNITY

RESPECT

Youself, others and the environment

- *Have permission to enter or leave any area*
 - *Be in the right place at the right time*
 - *Follow all reasonable directions*
 - *Wear the uniform with pride*
 - *Use polite and respectful language*

INTEGRITY

Do what is right, not what is easy - even when no-one is watching

- *Be a genuine learner, by organising your time and resources*
 - *Embrace differences and uphold the rights of others*
 - *Support those in need to help them seek assistance*
 - *Report behaviours that are concerning to you*

RESILIENCE

Stay strong and overcome challenges to achieve your goals

- *Set goals and keep striving to achieve them*
 - *Have pride in your abilities and achievements*
- *Learning can be hard, so keep trying and ask for help when you need it*
 - *Show self-control, reflect on your actions and try new solutions*
- **THINK** – will these words be **True, Helpful, Inspirational, Necessary and Kind**



ARRIVE WITH RESPECT, INTEGRITY AND RESILIENCE FOR

ENTRY

Arrive on time to all timetabled classes

Wait quietly in two straight lines

Remove hats before entering the room

Put your bag in the correct place

Be prepared with the 5Ps before entering the room

If you are late...

Get your equipment out, knock and then wait at the door

LEARN WITH RESPECT, INTEGRITY AND RESILIENCE DURING

CLASS

Follow teacher instructions carefully

Always use polite and respectful language

Keep learning by being on task at all times

Value the thoughts of others by allowing them to speak without interruption

Show pride in your own work

Remain seated and raise your hand if you need assistance or have a question

Challenge yourself to keep trying in tough tasks and conditions

LEAVE WITH RESPECT, INTEGRITY AND RESILIENCE ON

EXIT

Gain permission and an out of class pass if leaving the room early

Remain on task until you are given a direction to pack up

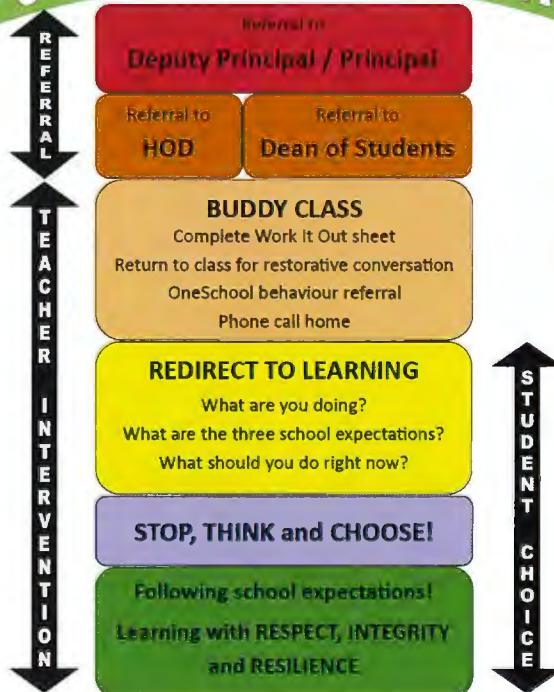
Make sure all homework is written into your planner

Ensure the room is left tidy and clean

Keep hats off until outside of the classroom

Wait for the teacher direction to leave the classroom

SCALE OF BEHAVIOUR





ACTIONS THAT REFLECT OUR VALUES

	For entry	During class	On exit	Before and after school	Electronic media and devices	When travelling	At break times	At play, PE and sport
RESPECT	<ul style="list-style-type: none"> Remove hats before entering the room Put your bag in the correct place 	<ul style="list-style-type: none"> Follow teacher instructions carefully Always use polite and respectful language Keep learning by being on task at all times 	<ul style="list-style-type: none"> Gain permission and an out of class pass to exit the classroom Keep hats off until outside of the classroom 	<ul style="list-style-type: none"> Respect the rights and property of our school neighbours by keeping yourself and your belongings outside of their fence line Go directly home after school to ensure you arrive at the expected time 	<ul style="list-style-type: none"> Communicate thoughtfully to create positive relationships Use electronic devices in a way that respects the rights of others 	<ul style="list-style-type: none"> Follow all the road rules when using a bike or scooter Be courteous and polite with other passengers Follow bus driver's directions promptly Show respect to other drivers and pedestrians 	<ul style="list-style-type: none"> Place rubbish in bins Respect your body by choosing healthy food and drink options 	<ul style="list-style-type: none"> Listen to and follow instructions Use equipment for its intended purposes
INTEGRITY	<ul style="list-style-type: none"> Arrive on time to all timetabled classes Be prepared with the 4Ps before entering the room 	<ul style="list-style-type: none"> Value the thoughts of others by allowing them to speak without interruption Show pride in your own work 	<ul style="list-style-type: none"> Make sure all homework is written into your planner Ensure the room is left clean and tidy 	<ul style="list-style-type: none"> Move directly into school to ensure you arrive before care group starts Be a good school ambassador by consistently acting with integrity in the community 	<ul style="list-style-type: none"> Use cyber safe and lawful practices Report unwanted or inappropriate contact 	<ul style="list-style-type: none"> Pay for your travel Lock your bike or scooter in the correct places and only touch your own 	<ul style="list-style-type: none"> Eat only your own food Only take what you have paid for Manage your money 	<ul style="list-style-type: none"> Play fairly and show good sportsmanship Play only games that are allowed
RESILIENCE	<ul style="list-style-type: none"> Wait quietly in two straight lines If you are late get your equipment out, knock and then wait at the door 	<ul style="list-style-type: none"> Remain seated and raise your hand if you need assistance or have a question Challenge yourself to keep trying in tough tasks and conditions 	<ul style="list-style-type: none"> Remain on task until given a direction to pack up Wait for the teacher direction to leave the classroom 	<ul style="list-style-type: none"> Wait within the school grounds for school to start 	<ul style="list-style-type: none"> Use approved electronic devices at the right times and in the right places 	<ul style="list-style-type: none"> Wait in the designated area until the bus or train comes to a complete stop Use designated footpaths and crossings Stay in your seat when in motion 	<ul style="list-style-type: none"> Join the end of the canteen queue Walk to the canteen and wait patiently to be served 	<ul style="list-style-type: none"> Try new games and activities Practice new skills learnt to improve them Keep fit by exercising regularly

Focused Teaching

Some students in any school or classroom 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.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Loganlea State High 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

Loganlea State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Check and Connect
- Shared Concern Method
- Functional Based Assessment.

For more information about these programs, please speak with the Deans of Students.

Intensive Teaching

Research 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.

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.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Loganlea State High 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 Loganlea State High 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 and may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to an alternate setting to consider their behaviour choices or to the school administration team for determination of a disciplinary consequence.

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, 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 considered when no 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 the safety or well-being of others, negatively impacts on the school image or causes major, ongoing interference with class or school operations.

Restorative practices

It is the belief of the Loganlea SHS community that all behaviour responses should include a restorative element, that considers who may have been affected by the behaviour and the form of restoration that might be most appropriate. These restorative actions might include responses such as apologies, restitution, community service, formal warnings and/or mediations through restorative conversation such as 3-step conversations. In some circumstances students may be able to express their views on possible consequences, by asking them the question "How can you repair the harm you have caused in this situation?"

Differentiated Behaviour Responses

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- A 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”)
- Proximal reinforcement
- Tactical ignoring of inappropriate behaviour (not ignoring of the student)
- A seating plan and/or relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide behaviour incentives and reminders of incentives or class goals
- Redirection to the prescribed task
- Low vocal volume and tone for individual instructions
- 30 second ‘take-up’ time for student/s to process instruction/s
- Reduced verbal language
- A breakdown of tasks into smaller chunks
- Positive choice of task order (e.g. “Which one do you want to start with?”)
- A prompt for the student to take a break or time away in class
- A model of appropriate language, problem solving and verbalised thinking (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Parallel reinforcement (e.g. positive feedback to an influential peer demonstrating the desired and appropriate behaviours)
- A private discussion with the student about expected behaviour
- A reprimand for inappropriate behaviour
- A warning of more serious consequences (e.g. removal from classroom)
- A detention

Focussed Behaviour Responses

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

- A Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small groups
- A token economy
- Issuing a detention
- Developing a personalised behavioural contract
- Counselling and guidance support
- A self-monitoring plan
- A Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- A Stakeholder meeting with parents and external agencies

Intensive Behaviour Responses

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

- A Functional Behaviour Assessment based individual support plan
- Complex case management and review
- A 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 (where the student has been charged with a serious criminal offence and is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (where the student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- Exclusion (where the 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 poor student behaviour. There are four types of SDA:

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

At Loganlea State High School, the use of any SDA is considered a serious decision. It is typically only used by the Principal to address behaviour that endangers the safety or well-being of others, negatively impacts on the school image or causes ongoing interference with class or school operations. When a student is suspended the school will also endeavour to provide appropriate home learning activities that can be completed during the period of suspension.

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 Loganlea State High School will attend a re-entry meeting on the day of their return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school and set behaviour and education goals for the future. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is expected that all students who are returning from suspension will undertake a re-entry meeting. As this meeting is offered as a support for the student to assist in their successful re-engagement in school following suspension, parents are strongly encouraged to participate in the meeting.

Arrangements for the Return from Suspension Meeting

The invitation to attend the re-entry meeting will initially be made verbally when the parent is informed of the suspension and then communicated in writing as part of the notice of suspension. Re-entry meetings are short, taking between 10 and 20 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting will be saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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

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

Temporary removal of student property

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

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

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

The Principal or 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 Loganlea State High 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 or drug paraphernalia (including cigarettes, e-cigarettes or vaping devices)
- alcohol – for legal and prescription drugs see below
- high energy drinks including but not limited to: Red Bull, Rockstar, Monster, NOS, Mountain Dew, 5-Hour Energy, Full throttle, Xyience, Bomb and Hype energy
- aerosol deodorants or cans (including spray paint)



- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)

All community members are to note that 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.

Regarding legal prescription medications, 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).

Responsibilities regarding consent to search

State school staff at Loganlea State High School:

- Do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school
- May seize a student's bag where there is suspicion that the student has a dangerous or prohibited item in their school bag, prior to seeking consent to search from a parent or calling the police
- Will seek consent from the student or parent to examine or otherwise deal with student property. For example, if a mobile phone is confiscated from a student the school is not authorised without consent to unlock the phone or to read, copy or delete messages stored on the phone
- May in emergency circumstances 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);
- Will seek consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents will be called to make such a determination.

Parents of students at Loganlea State High School should

- ensure your children 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 Loganlea State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
- collect 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 Loganlea State High 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 Loganlea State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
- collect their property as soon as possible when advised by school staff it is available for collection

Use of mobile phones and other devices by students

It is recognized that electronic devices play a large role in students' lives however it has become apparent that devices such as ipods, mp3s, ipads, mobile phones, smart watches and digital cameras may impact negatively on students' learning environment and their right to privacy. Recognising this concern, in 2024 the Queensland Government aligning with all other Australian states introduced the "Away for the Day" Policy which required all students to keep their electronic devices switched off and "away for the day" in school hours. This statewide policy aims to reduce distractions to students learning and support safe and productive learning environments.

Aligning to this statewide policy, Loganlea SHS allows students to bring mobile phones to school to support their safe travel to and from school and make contact with parents, friends and employers. However, in order to maximize safety and learning opportunities for all students, during school hours electronic devices and mobile phones are not to be used or visible except in the exemptions noted below.

In addition, any other electronic devices with stand-alone telecommunications carriage capability or the ability to link to devices with these capabilities (such as Smart Watches and Ipads) are to have their network connection and notifications switched off during school hours.

Students in offsite vocational Learning, school sporting events or other school excursions are to abide by the expectations set out by the event coordinators and recorded in the relevant work placement or excursion permission forms. In addition, students travelling to and from school are to act safely and display courtesy, consideration and respect for others whenever they are using an electronic device as they move around the school community.

The Loganlea SHS 'Away for the Day' policy aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- maintain safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

Individual Exemptions

In some circumstances individual students or their families may believe they require short term or ongoing access to, and use of a mobile phone. In these extenuating circumstances, such as where the device is being used to manage a medical condition the students are to seek an exemption from the "Away for the Day" policy through the Principal or a Deputy Principal. If this exemption is granted, a copy of the exemption is to be carried in the



student's yearly planner to show to staff as needed. Students with an approved exemption must only use the device for its intended approved exemption purpose.

General Exemptions

Following consultation with the school community and approval from the Principal the below general exemptions have been established as approved use of mobile phones within the school grounds:

- To make payments at the school tuckshop and office payment window
- In all senior subjects when the teacher gives specific permission to take an image, audio or video recording of oral presentations, performances, podcasts, artistic or practical projects, experiments, collaboration exercises, diagrams, mind maps, themselves or the natural environment for development and submission of formal assessment or drafts for teacher feedback
- In Visual Art, Dance, Music and Film and Television to access music to contribute to the development of audio-visual presentations or performances
- In Agriculture when the teacher gives specific permission to access the Agriwebb application to identify, register and audit livestock and plants. This is to only occur when students are outside of the school wifi range where students are unable to use their BYODX to access the application
- In EALD classes when the teacher gives specific permission to record a voice memo for practice and analysis of fluency and phonemic awareness

Storage of Mobile Phones

Students who bring electronic devices to the school are **solely responsible** for storing their property on their person at all times. Loganlea State High School does not accept responsibility for the theft or damage of mobile phones or electronic devices (unless it can be established that the loss, theft or damage resulted from the school's negligence). Students need to consider the safest place to store an electronic device when at school and ensure they avoid leaving the device unattended.

Supporting responsible use of mobile phones and other devices

The Loganlea SHS Student Code of Conduct details the expectations of students and **identifies inappropriate use of mobile phones** during school hours when within the school grounds including to receive or make phone calls, send or receive text messages, access search engines or communication forums such as FaceBook, Twitter or Instagram, listen to music, record video or photographs or post these items or use the device as a timekeeper or watch.

As outlined in the Loganlea SHS Student Code of Conduct students who are **observed using electronic devices** in breach of the "Away for the day" policy will be directed to the office for the item to be placed in secure storage.

Similarly, any student persistently in breach of the "Away for the day" policy or who wilfully refuses to abide by the policy, will be referred to the relevant Dean of Students and may face disciplinary consequences including detention and/or suspension in line with the Loganlea SHS Student Code of Conduct.



Legislation

- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act Qld \(2019\)](#)

Other resources

- [Customer complaints management procedure](#)
- [Cybersafety and reputation management](#)
- [Inclusive education policy](#)
- [Managing students' health support needs at school procedure](#)
- [Managing risks in school curriculum activities procedure](#)
- [Student discipline procedure](#)
- [Temporary removal of student property by school staff procedure](#)
- [Use of ICT systems procedure](#)
- [Use of mobile devices procedure](#)

Jewellery and Facial Piercings

Loganlea SHS in consultation with the P&C has established a policy with respect to jewellery and facial piercings that is aligned with other schools in Logan. This policy decision has been informed by health and safety standards, expectations in the world of work and, is in keeping with community expectations.

This policy states that jewellery is limited to a watch, one non-offensive rubber/fabric wrist band, and two studs or sleepers in the ears. Studs are to be 5 mm or smaller and sleepers smaller than a 5c piece. Sleepers are to be a complete enclosed sleeper and not have any additional items hanging from them. If they have a diamond/jewel etc embedded within the sleeper, it must not extend outside the size of a 5c piece. Students wearing necklaces must ensure that the necklace is long enough that it sits below the V line of the shirt and stays inside the shirt.

Consequences

- Students who are **observed wearing inappropriate jewellery** at school will be sent to the office to have the item confiscated. Students can be sent to the office by any staff member of Loganlea SHS (this includes teacher aides, pre-service teachers, supply teachers, or office staff).
- Should a student repeatedly wear inappropriate jewellery in school hours the matter will be treated as a breach of the School Code of Conduct and appropriate school consequences will be applied.
- Students who are referred to the office with jewellery and refuse to move to the office will be managed as appropriate for their persistent wilful disobedience

Information Communication Technology (ICT)

Loganlea SHS acknowledges that ICT represents a powerful tool for learning but may also be used inappropriately and cause harm to other members of the school or wider community.

At all times while using ICT facilities, personal devices or those devices supplied by the school, students are required to act in line with the requirements of the Loganlea State High School Student Code of Conduct.

Students and their parents should be aware:

- of the responsibility and behaviour requirements (as outlined by the school) that comes with accessing the department's ICT network and facilities
- to ensure they have the skills to report and discontinue access to harmful information if presented via the internet or emails
- the school is not responsible for safeguarding the extent and nature of information stored on student computers
- 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 materials may still 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

Australia's New Online Safety Laws

Recognising the dangers to underaged students that may be represented by unsupervised access to the internet, in December 2025, Australia introduced the Online Safety Amendment (Social Media Minimum Age) to establish a **minimum age of 16** for having an account on "age-restricted social media platforms", to apply to both **new and existing accounts**.

The intent of these laws and the school guidelines with respect to ICT use are:

- Protecting children from online harms from inappropriate content—anything from violent/graphic content to sexual content, misinformation and harassment
- Supporting positive mental health, noting studies suggest that social media usage by younger teens (or pre-teens) can negatively affect self-esteem, body image, sleep quality, anxiety, depression and the idea that delaying access gives children more time to develop resilience before exposure
- Preventing addictive or compulsive behaviours (screen time issues) as the design of many platforms encourages long usage, which can lead to excessive screen time that interferes with other important developmental areas (school, social interaction, sleep).

- Limiting exposure to cyberbullying, predators, and unsafe interactions as younger teens are seen as more vulnerable to negative interactions - cyberbullying, grooming, harassment, unwanted contact.
- Enhancing privacy and data protection as students often don't have full awareness of how their personal data is collected, used, or how profiles are built and shared

Which platforms?

The new law shifts some of the burden onto social media companies: they're now required to take "reasonable steps" to prevent under-16s from holding accounts, and there are financial penalties if they fail.

The law defines "age-restricted social media platforms" based on features like:

- enabling online social interaction between two or more users
- allowing users to link to or interact with other users
- allowing users to post material

The platforms to have the age restrictions include some messaging apps, online gaming services and certain health/education services for example Facebook, Instagram, TikTok, Snapchat, X (formerly Twitter) and YouTube. Parents should note many major social media platforms will *not* be exempt.

Within the law platforms must take "reasonable steps" to prevent under-16s from creating or keeping accounts. That means they need systems for age assurance or age verification / age estimation / inference such as verification via identity documents. AI age estimation and/or parental consent processes.

Academic Integrity and Academic Misconduct

It is an expectation of all students at Loganlea State High School that they always show academic integrity. One specific form of academic misconduct of increasing concern, is in the use of Artificial Intelligence to complete and submit formal assessment.

To support students understanding of Academic Integrity they will be provided with access to an Academic Integrity Program moderated by the QCAA. In the senior school students must complete this program to be eligible to receive their QCE. To assist in the support of students and detection of Academic Misconduct, students will be expected to provide early drafts of their work and then submit their final assessment through an originality checking program (such as Turn-It-In). Where academic misconduct is detected, teachers and Heads of Department will work with the student to address the concern and seek to obtain original work that is able to be assessed.

For further details about Academic Integrity and/or Misconduct please consult the school Assessment Policy available on the School Website. However students should note that persistent instances of Academic Misconduct may result in behaviours consequences such as detentions or even suspensions being issued.



Choose Respect, Integrity and Resilience Everyday - Preventing and responding to Bullying and Harassment

All schools in Queensland are committed to taking action to protect students from bullying and to respond with integrity when this occurs. At Loganlea State High School we value all members of our school community and are committed to working towards a safe and supportive school environment where every student has the opportunity to succeed.

At Loganlea State High School we believe every student has the right to:

- be valued and treated with respect.
- participate in and develop a positive, calm, healthy and safe environment.
- be valued for their individuality, to be cared for, trusted and encouraged to express themselves in a supportive school environment.

It is important that students, staff and parents/carers have a shared understanding of what bullying is, what it is not, how it impacts wellbeing and how Loganlea State High School responds to bullying.

What is discrimination, harassment, and/or bullying?

Discrimination occurs when a person or group of people is treated unfairly, unequally, or disadvantaged because of any particular personal characteristic or attribute. These attributes may include race, skin colour, language, accent and/or cultural background, gender identity, and/or sexual preference, disability and/or health conditions and religion and/or beliefs.

Harassment is a form of discrimination that includes behaviours that harass, humiliate, intimidate, or insult a person because of any particular person characteristic or attribute as noted above.

Bullying is aggressive behaviour that involves a real and/or perceived power imbalance. Bullying is when people repeatedly and intentionally hurt and/or cause emotional harm to another person through the use of degrading words or actions, which in turn leave the victim feeling worthless and helpless. Both children who are bullied and who bully others may have serious, lasting problems (The National Centre Against Bullying, 2020).

Discrimination, harassment and bullying may be:

- Direct - through verbal actions such as name-calling and/or physical actions such as kicking or punching.
- Indirect - which is more subtle and isn't easily seen or recognised by others, for example deliberately excluding people from social groups or spreading rumours about them.
- Technology based - occurring through the use of the internet and related technologies such text and instant messaging, email and other social networking sites or forums.



When considering the actions of others and whether they constitute discrimination, harassment or bullying, it is useful to consider the following ideas:

When someone does something unintentionally hurtful, and they do it once, that is...

RUDE

When someone says or does something intentionally hurtful, and they do it once that is...

MEAN

When someone says or does something intentionally hurtful, and they keep on doing it - even when you tell them to stop, or that you don't like it, that is...

BULLYING or HARRASSMENT

When considering negative forms of social behaviour, it is equally important to consider the things that are not harassment or bullying. Bullying and harassment are not...

- **Conflict or disagreements** with friends or classmates, where both parties are acting in similar negative ways
- **Single episodes** of dislike, nastiness, spite or not letting someone join in with you
- **Random** single acts of aggression or intimidation

Loganlea State High School recognises that discrimination, harassment and bullying in all its forms is not acceptable and it is everyone's business to prevent these behaviours and to promote positive relationships. As such **all** members of the school community have roles and responsibilities:

- **Students** demonstrate the school values of **respect** by treating others with kindness and fairness, **integrity** by standing up for what is right, and **resilience** by responding appropriately to negative behaviours by seeking help and supporting others.
- **Parents and Carers** demonstrate and support respectful behaviour and work in partnership with the school to uphold shared values.
- **Staff** model inclusive behaviour, intervene early, manage negative behaviours where appropriate and report incidents of discrimination or bullying.
- **Leaders** promote a culture of inclusion and accountability, ensuring policies and procedures are enacted consistently.

The 'Step Up' Strategies

As a key approach to developing confidence and resilience in students, Loganlea SHS advocates the use of the "Step Up" Strategies as key to how students may respond to acts of discrimination, harassment and/or bullying in the school. This model is explicitly taught by staff and reinforced through teaching and learning activities, in particular, through the school's well-being program.

The Step-Up strategies are generally designed to be used in order, from the bottom step first and then continuing upward as needed. But at times a negative or clearly discriminatory behaviour may be serious enough that it would be reported immediately:

"Step Up" is seen as:

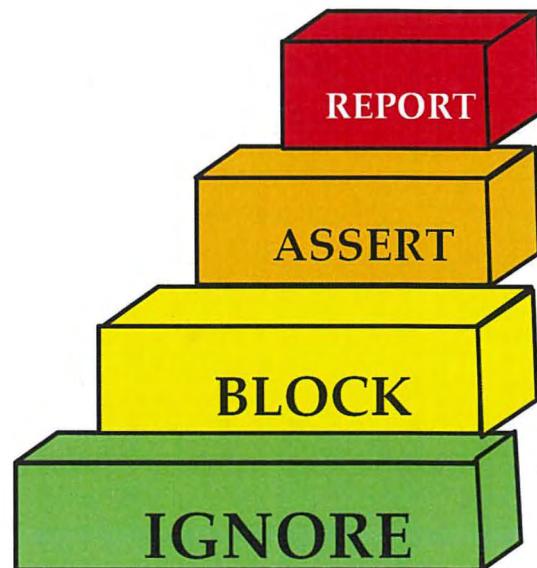
- A whole school approach that reduces incidents of bullying
- An effective strategy to develop problem solving strategies for students
- A simple 4 step process that can be used consistently as a proactive action in the classroom and the playground, and also when perceived bullying incident occurs.

Ignore – taking a strong stance and sending the message that the behaviour has no effect on you

Block – shutting down hurtful words or interactions by blocking and using Brooks Gibbs Golden rule to treat others as you would like to be treated

Assert – showing strength by not allowing hurtful actions to continue, by using "I statements" or letting the other person know that their actions are "not ok"

Report – caring enough about yourself or others to report behaviours that are not acceptable to the school community



The “Step Up” Strategies:

Ignore

Take a strong stance and send the message that the behaviour has no effect on you

- Pretend you didn't hear it
- Look at something else
- Stay calm and confident
- Walk away towards a group of people
- Breathe in slowly and let it go
- Stay grounded, centred and focused

Block

Shut down hurtful words or action, by blocking and using Brooks Gibbs ‘Golden Rule’

- Block on any electronic or social media
- Maintain eye contact and confidence and try to use humour to defuse
- Say ... ‘Sure we can all be like that sometimes’, ‘What sort of response would you like to that?’, ‘What is the point of that comment?’, ‘I am sorry I have made you feel that way’ and/or ‘How would you like me to respond to that?’

Assert yourself

Show strength by not allowing the hurtful actions to continue

- Speak in an assertive (firm) tone
- Look at the person
- Stand tall and stay confident
- Say, “STOP. You need to leave me alone.”
- Use an “I” statement such as - I feel...when you...because...
- Warn that if the behaviour continues, you will be reporting it

Report

Care enough about yourself and others to report behaviours that are not acceptable to the school community

- **If issues are physical or threaten your safety – report immediately to the office**
- **If you witness the above provide support to the “victim” and then report to the office**
- **Go to a safe, supervised area**
- **Tell a staff member**
- **Report until the behaviour stops**

Staff Responses to Student Conflicts

If any staff member directly observes aggressive, discriminatory or harassing behaviours, they will immediately intervene to stop the behaviour. With regard to the details of the incident, they will then employ a strategy such as the explicit teaching of expected behaviours, referring the aggressor to a buddy classroom for “time out” to reflect on the inappropriate behaviour, or referring the matter to a Dean of Students if it is considered serious or persistent.



Loganlea State High School's Responses to Bullying, Harassment or Discrimination

At Loganlea State High School, any report of bullying, harassment or discrimination will be investigated. Where the report is substantiated school responses will include both support for the targets of bullying and the perpetrators and/or disciplinary consequences for the perpetrators of the bullying, harassment or discrimination.

Depending on the seriousness of the behaviour and the behaviour history of the person/s involved a Dean of Students may employ one or more of the following intervention strategies:

- Formal counselling and explicit teaching regarding reported and expected behaviours
- Conducting a facilitated mediation or Restorative Conversation
- Issuing a written formal warning regarding the behaviour
- Issuing a school disciplinary consequence such as a detention or suspension
- Giving students general feedback on how their report will be followed up and offering students strategies to cope if similar incidents occur again.

Support Resources

BOUNCE BACK!

<http://www.bounceback.com.au/>

Bullying, No Way website

<https://bullyingnoway.gov.au/>

FRIENDS for Life

www.friendsinfo.net/index.html

Friendly Schools and Families Program

<http://www.friendlyschools.com.au/about.php>

Kids Helpline

<http://www.kidshelp.com.au/>

MindMatters

<http://www.mindmatters.edu.au/default.asp>

Positive Behaviour for Learning

www.learningplace.com.au/deliver/content.asp?pid=24668

National Centre Against Bullying

<http://www.ncab.org.au/about/>

National Day of Action against Bullying and Violence (NDA)

<https://bullyingnoway.gov.au/NationalDay>

National Safe Schools Framework

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/national_safe_schools_framework.htm



Cyberbullying

At Loganlea State High School Cyberbullying or technology-based harassment is treated with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying can, if not addressed effectively, follow students into their community, their homes and their bedrooms..

In the first instance, students or parents who wish to make a report about cyberbullying should approach the appropriate Dean of Students.

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 including incidences of cyberbullying. Students enrolled at Loganlea State High School may face in-school disciplinary action, 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. 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 and students who have concerns about cyberbullying incidents occurring during school holidays should seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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 and any online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes. This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

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

At Loganlea State High School we believe that everybody should enjoy our school equally and feel safe, secure and accepted regardless of colour, race, gender, popularity, athletic ability, intelligence, religion and nationality.

As such Loganlea SHS has a “zero tolerance” approach to bullying, where all reports of bullying are investigated and action taken. All students and parents will receive consistent communication about the expectation that students should support each other and not act in any way that negatively impacts other’s physical or emotional well-being.

This approach starts upon enrolment where bullying is discussed in detail and all students are asked to sign the Anti-Bullying Pledge as detailed below. This Pledge is a commitment from both the student and parents of the prospective enrolment that they will align with this strong anti-bullying stance.

The Anti-Bullying Pledge

Discrimination, harassment and bullying is unacceptable in our school community.

Bullying can be pushing, shoving, hitting and spitting, as well as name calling, picking on, making fun of, laughing at and excluding someone. Bullying causes pain and stress to victims and can never be justified or excusable as “kids being kids”, “just teasing” or “mucking around”. The victim is never responsible for being a target of bullying.

By signing this pledge, we the students agree to:

1. Value student differences and treat others with respect
2. Not bully, harass or show discrimination to others in the school
3. Be aware of the school's policies and support system with regard to bullying
4. Report honestly and immediately all incidents of bullying to a staff member
5. Support other students who have been or are being subjected to bullying
6. Talk to teachers and parents about concerns and issues regarding bullying
7. Work with other students and staff, to help the school deal with bullying

Signed by: _____

Print student name: _____

Date: _____

Appropriate use of social media

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

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

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

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

A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.

- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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



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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices. The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

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

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

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

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



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

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

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

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

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

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

- [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 – Complaints Process

Loganlea State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you 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](#).



