



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

HOLLAND PARK SHS

Responsible Behaviour Plan for Students based on *The Code of School Behaviour*

1. Purpose

Holland Park SHS is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Holland Park SHS developed this plan in collaboration with our school community. Consultation was undertaken throughout 2012. A review of school data also informed the development process, including attendance, absence, behaviour incidents and school disciplinary absences and cancellations. Amendments to reflect changes in legislation were made in 2014.

The Plan was endorsed by the Principal and the Chair School Council, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

All areas of Holland Park SHS are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Holland Park SHS to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following values which underpin our high standards of responsible behaviour:

- Learning
- Respect
- Cooperation

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

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Holland Park SHS we emphasise the importance of teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

The Code of Behaviour below guides all behaviour in the school. We have also developed a matrix to guide student behaviour in particular settings, which complements the Code of Behaviour (Appendix 5).

Code of Behaviour

Our approach to Behaviour Management focuses on:

- establishing clear expectations (Code of Behaviour)
- acknowledging cooperative behaviour
- correcting uncooperative behaviour using a range of consequences and support strategies

Learning	
Preparation	Be organised - plan your time
	Bring your Student Planner for use each day
	Come prepared to learn - bring all materials, books, equipment, correct clothing and footwear
Attitude	Bring a positive attitude to learning
	Ask your teachers for help, and follow their advice
	Encourage and help each other
	Take advantage of opportunities offered at school
Action	Arrive on time
	Be an active learner - listen, participate, cooperate
	Complete assessment and homework on time
	Take responsibility for catching up missed work
	Do your best work always

Respect	
Self	Follow health and safety rules in practical areas and behave safely at all times
	Use technology responsibly and with respect for others
	Take pride in your progress and development
Others	Acknowledge the rights of others to learn, to listen, to express an opinion
	Respect teachers' responsibilities to teach and manage learning environment
	Recognise the right of everyone to be free from any type of abuse
	Recognise and respect the different backgrounds, talents and abilities of others
	Be polite and courteous to everyone
Environment	Leave the property of others alone
	Leave rooms tidy after use, conserve energy and recycle where possible
	Take care of furniture and buildings and school equipment
	Use paths to preserve lawns and gardens and protect the natural environment
	Place litter in the bins provided

Cooperation	
Rights & Responsibilities	Be honest at all times
	Accept guidance and assistance
	Follow the instructions of teachers and support staff promptly and without dissent
	Follow the law at school and in the community
	Follow school procedures and routines
	Uphold the code of behaviour while at school, travelling to and from school, and at school activities held away from school
Consequences	Accept acknowledgment and awards in a dignified manner
	Honour all commitments and obligations
Positive school image	Wear the correct uniform with pride
	Be pleasant and courteous to all members of the community
	Earn the respect and support of our community
	Participate in a wide range of school activities

Holland Park SHS implements the following proactive and preventative processes and strategies to support student behaviour:

- Articles in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Regular provision of information to staff and parents, and support to others in sharing successful practices
- Induction programs in our Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 2)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3)
 - Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 4)

Reinforcing expected school behaviour

Communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Formal recognition through student awards and incidental rewards are provided. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

1. At Holland Park State High School we have a **published Code of Behaviour** centred around our core values of Learning, Respect and Cooperation. The code of behaviour identifies specific behaviour standards which all students are expected to meet. A behaviour Expectations matrix has been developed and provides students with specific advice regarding expectations in particular settings. All staff focus on acknowledgement of desirable social and classroom behaviours and express a belief and confidence that all students can and do meet the expectations set.
2. **A theme for the year assists in focussing attention on our Learning, Respect, Cooperation values.** The theme is referred to regularly in relation to school activities, and students receive many reminders about the school culture we strive to build and maintain.
3. Our **network of Year Level Coordinators** reinforce behaviour expectations and draw attention to specific areas that may require greater focus at that year level, at weekly year level assemblies.
4. **Year level activities** focus on developing specific desirable behaviours and building student confidence – for example anti bullying strategies (surveys, peer mediation), the Year 8 orientation program run by Year 12 Senior Leaders as mentors, Year 9-10 orientation programs, Year 11 Leadership development and work education, Year 12 Guest speaker program.
5. Regular teacher meetings are held to identify emerging issues and plan proactive strategies.
6. The school uses mediation as a strategy to address low level conflict.
7. **Annual Surveys** of specific year levels (always Year 8 and often Year 9) to determine the level of bullying behaviour, inform school management and targeted behaviour support.
8. As well as a focus on the school's **Triple E** brand (Excellence, Enrichment, Extension) the school has developed the Senior School's **Triple S** – Success Standards for Seniors. Triple S focuses on the work ethic and workplace behaviours needed to make a successful transition to the adult world.

Responding to unacceptable behaviour

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

Redirecting low level and infrequent problem behaviour

When a student exhibits low level problem, staff members will respond using a range of non verbal strategies eg frown, nod, gesture or a rule reminder to refocus the student. This may also include asking students to reflect on their behaviour where the problem behaviour is repeated.

Targeted behaviour support

- A. The school works with available support agencies eg Child and Youth Mental Health. The school develops particular programs for particular groups – for example the District Behaviour Support team may develop a program in consultation with the school, to address specific behaviours at either a year or subgroup level.
The School Based Youth Health Nurse and Youth Support Coordinator have also been involved in the development and implementation of such programs in conjunction with Behaviour Support Services.
- B. Holland Park High has a comprehensive classroom and playground behaviour approach which is implemented by teachers. It is based on the principles of acknowledging cooperative behaviour, correcting uncooperative behaviour using a range of least to more intrusive strategies. Where a student's lack of cooperation is continuing to disrupt teaching and learning they may be removed from the classroom or activity using a pink slip. In emergency or difficult situations a "red card" system immediately advises the administration if a teacher believes a student or class cannot be safely managed.
- C. Once a student is removed from a classroom for disruption an official record is kept and the student's subsequent behaviour is carefully monitored. Parents are contacted to enlist their support to re-establish cooperative behaviour from the student. Official records are kept of other uncooperative behaviour that is not disruptive.
- D. The school's Guidance Officer and Learning Support Teacher are frequently involved in targeted behaviour support for students whose personal circumstances and/or academic proficiency are inhibiting their learning and/or the learning of other students. Such support is invariably tailored to the individual. Case Managers review individual cases and monitor strategies used and their effectiveness.
- E. Parent Teacher interviews in early Term 2 and 3 provide another opportunity to engage parents in support of developing behaviour that meet the school's standards.
- F. Initiatives such as Get Set for Work provide targeted behaviour support for students at risk of not completing schooling.

Intensive behaviour support

- This level of support is case managed by a Deputy Principal or Principal and may involve a range of support personnel within and external to the school, parents and teachers.
- Case plans and strategies are developed specific to the individual and carefully monitored.
- Interventions may include one on one counselling with student and/or family, small group coaching, mentoring and referral to external agencies, and at the district's behaviour support program.
- Behaviour improvement provisions accompany a student's re-engagement with schooling following suspension, behaviour support programs and show cause notices regarding cancellation of enrolment.

5. Consequences for unacceptable behaviour

Holland Park SHS makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

School Disciplinary Absences – (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses. The range of SDAs that can be employed include detentions, suspensions, behaviour improvement conditions and recommendations for exclusion. The Education and General Provisions Act 2006 (EGPA) states the following in relation to SDAs:

Detentions – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline. A period of detention must not be more than 20 minutes during lunch breaks. If the detention is completed after school the parent must be informed. Out of Hours detentions will be negotiated.

Suspension – a principal may suspend a student from school under the following circumstances:-

- (a) disobedience
- (b) misbehaviour
- (c) conduct that adversely affects or is likely to adversely affect other students enrolled at the school
- (d) conduct that adversely affects or is likely to adversely affect the good order and management of the school
- (e) the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school. (This may be connected to external charge related behaviour).

Discipline Improvement Plan – A principal may impose a Discipline Improvement Plan which is developed in consultation with students and their parents to set out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies to support the student to change their behaviour and the support the school will provide.

Community Service Intervention – A community service intervention is a disciplinary option available to principals, with the consent of the student and their parent, to address inappropriate student behaviour. The student performs unpaid work or activities in their local community or school with a host organisation or under the supervision of a school staff member.

Recommendations for Exclusion – A principal may recommend exclusion of a student from the school or certain State schools under the following circumstances:

- (a) suspension is inadequate to deal with the student's disobedience, misbehaviour, conduct or risk
- (b) the student's behaviour constitutes one or more of the following grounds under s.292 of the EGPA – persistent disobedience, misbehaviour, conduct that adversely affects or is likely to adversely affect other students enrolled at the school, conduct that adversely affects or is likely to adversely affect the good order and management of the school, the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- (c) the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interest of other students or staff for the student to be enrolled at the school.

Cancellation of Enrolment – this process may be used if the principal:

- (a) considers that the behaviour of a post compulsory school age student amounts to a refusal to participate in the educational program provided at the school
- (b) verbally provides a warning and allows the student a reasonable opportunity to meet the school's expectations
- (c) has the option to provide the student (and parent if the student is under 18 years of age) with a written warning notice through OneSchool
- (d) considers the evidence and makes a decision regarding cancellation
- (e) informs the student (and parent if the student is under 18) of the decision as soon as practicable
- (f) creates a decision notice on the approved form in OneSchool.

School Disciplinary Absences (suspensions, cancellations of enrolment, exclusions) will only be used after due consideration has been given to all other responses. The duration of any suspension will be determined after consideration of the severity of the incident, the degree of conscious intent and the student's previous history.

1. The school has developed a set of consequence tables (Appendix 1) that outline a range of possible consequences that may apply to minor and more serious breaches of the school's expected behaviour standards. The relevant administrator selects one or a combination of consequences that are appropriate to the student's unacceptable behaviour, personal circumstances, individual behaviour plan where one exists, and the impact of the unacceptable behaviour on the good order and management of the school.
2. The consequence of suspension from school is a serious offence and is considered only where the unacceptable behaviour is of a serious nature or of a repeated nature that is not improving despite intervention and support. Suspension is applied after all other responses have been considered. Unacceptable behaviours that could result in suspension may include, but are not limited to, repeated disruption of classes, fighting, assault, theft, bullying, wilful damage of school property, use or possession of drugs, (and drug related materials/implements) alcohol, weapons, offensive or threatening behaviour, disobedience of teachers and administration, verbal/physical abuse of staff.
3. The consequence of exclusion from school is reserved for the most serious of offences and is considered in the context of the student's individual circumstances and only after all other responses have been considered, and where a lesser penalty is deemed inadequate, given the most serious or repeated nature of the offence. Unacceptable behaviours that could result in exclusion include, but are not limited to, possession, consumption or supply of drugs, alcohol, use or threats involving weapons, violent assaults, significant theft of or damage to school property, disruptive behaviour and bullying that has failed to improve despite intervention, repeated disobedience of teachers and administration, verbal/physical abuse of staff.
4. Where the reputation of a teacher or other staff member has the potential to be harmed by publication, including publication on internet sites such as Facebook and YouTube, the proposed penalty may be suspension or exclusion. Where the good name of the school or any student is harmed by such publication, the penalty may range from suspension 1-20 days through to exclusion.

Ensuring consistent responses to problem behaviour

Staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. We work to ensure consistent responses to problem behaviour across the school.

Students may also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

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

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. Staff are issued with a red card, which is sent to the office for immediate assistance. The red card can be used as a proactive strategy to reduce the likelihood of a tense or serious situation escalating to emergency or critical status.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Staff will adopt basic defusing strategies (avoid escalating the problem behaviour, maintain calmness, respect and detachment, approach the student in a non-threatening manner, follow through, debrief) or physical intervention in limited circumstances.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Holland Park State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Any physical intervention made should:

- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and take into account the age, stature, disability, understanding and gender of the student, be documented.
- be formally documented.

7. Network of student support

School based student support may be provided by class teachers, form teachers, teacher aides, Heads of Department, Senior teachers, Principals and Deputy Principals, Guidance Officer.

An important student support comes from the parents of the students.

Other agencies that the school draws on or refers students to include Senior Guidance Officer, School Based Youth Health Nurse, Youth Support Coordinator, School Chaplain, AVTs, programs such as Get Set for Work, District Behaviour Support Team, Child & Youth Mental Health, Department of Community Services, Drug & Alcohol and Sexual Health Groups, Kids Helpline and Police.

While recognising confidentiality restrictions govern practices of non EQ based personnel, Holland Park High believes that the best outcomes for students are achieved when agency and school personnel work as a team in a genuine partnership.

8. Consideration of individual circumstances

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

Holland Park SHS considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socio-economic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

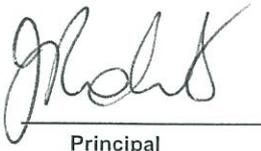
10. Related policies

- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

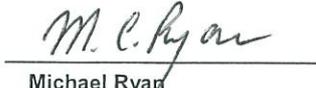
11. Some related resources

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

Endorsement



Principal



Michael Ryan
Chair, School Council

Effective Date: 1 January 2018 – 31 December 2018

APPENDIX 1

Consequence Tables

LEARNING	
Examples of Unacceptable Behaviour	Consequences (one or a combination to apply)
Failure to bring materials, books etc to class	Reminder of expectations and consequence/s Contact parents Lunch detentions 20 minutes duration Afternoon detentions 30 minutes
Failure to complete classwork or participate in classroom activities	Make up work in own time Contact parents Removal from class/activities until work completed Cancellation of enrolment (Years 11-12) where repeated and other evidence exists
Failure to complete homework	Lunch detentions 20 minutes duration Work completed by set time Contact parents
Failure to submit work of an acceptable standard	See assessment policy Work to be resubmitted Removal from class(es) until work completed to an acceptable standard Cancellation of enrolment (Years 11-12) where repeated and other evidence exists
Failure to hand in assignments	Refer to Assessment Policy
Minor disruption of classes eg. talking, calling out, failure to follow teacher's instructions (Years 8 – 12)	Reminder of expectations and consequences Teacher issues warning to student, determines appropriate penalty.
Major disruption of class eg repeated failure to follow teacher's instructions despite warnings and reminders	Removal from class for remainder of lesson – "pink slip" report to Head of Department, student completes reflection sheet. HOD issues Behaviour monitoring sheet, advises student to report to detention. HOD calls parent, DP reviews student's record. Student stays on monitoring sheet one week (if satisfactory). If unsatisfactory, referral to DP. Referral to appropriate support personnel. Warning at risk of suspension (4 th offence Years 8-10, 2 nd offence Years 11-12) Suspension 1-20 days Exclusion (subsequent offences)
Disruption of an assessment activity eg oral presentations, tests	Immediate removal from activity Suspension 1-20 days Cancellation of enrolment (students over 15 years) where repeated and other evidence exists.
Cheating	See assessment policy

Computer offences eg. deleting another student's work, introduction of a virus onto network, tampering with equipment	Warning Contact parents Loss of access to computer facilities Cancellation of enrolment in computing subject Suspension 1-20 days Exclusion
Breach of Network or Internet Agreement eg. accessing illegal/dangerous/offensive material, using internet to offend/annoy others, failure to report accidental access of inappropriate sites, using another student's password, accessing large files of a recreational nature eg. music, pictures, games, comics	Reminder of agreement guidelines Contact parents Removal of access Suspension 1-20 days Exclusion

RESPECT	
Examples of Unacceptable Behaviour	Consequences (one or a combination to apply)
Unsafe behaviour eg. throwing objects in class	Reminder of expectations Remove from class for remainder of lesson – “pink slip” Withdrawal from class/playground - short period eg 1 week Modified program eg. no practical activity Cancellation of enrolment in subject Suspension for 1-20 days
Unhealthy behaviour eg. spitting	Litter duty Written task/removal from playground Contact parents Suspension for 1-5 days
Offensive/Abusive language/gestures Serious/repeated Offensive/Abusive language/gestures	Reminder of expectations Reconciliation/mediation Remove from class/playground Contact parents Suspension for 1-20 days Exclusion from this school
Fighting/Assault	Remove from class/playground for a set period Peer mediation Contact parents Suspension for 1-20 days Exclusion
Intimate behaviour eg. students holding hands, kissing, sexual behaviour	Reminder of expectations Counselling Contact parents Withdrawal from playground Cancellation of privileges Suspension 1-20 days Exclusion

Theft	Contact parents Restitution/repair/replacement Police Referral Suspension for 1-20 days Exclusion from this school <i>NOTE:</i> <i>School property - police contacted</i> <i>Private property - recommend parents contact police</i>
Harassment/Bullying	Warning Contact parents Refer to support personnel eg Guidance Officer Peer Mediation Withdrawal from playground/class Suspension for 1-20 days Exclusion from this school
Graffiti/vandalism property damage	Contact parents Restitution/repair/replacement Police Referral Suspension for 1-20 days Exclusion from this school
Smoking - (includes possession of cigarettes/lighters, on the way to/from school).	Contact parents Detention Education program Suspension for 1-20 days
Immoral/Indecent behaviour eg. possession of pornographic material	Warning Parent contacted Referral to police Suspension 1-20 days Exclusion

COOPERATION	
Examples of Unacceptable Behaviour	Consequences (one or a combination to apply)
Lateness to school	Reminder of expectations Make up time Contact parents Suspension 1-20 days
Lateness to class	Reminder of expectations Make up time Contact parents Afternoon detentions - 30 minutes

Leaving school without permission	Make up time Contact parents Intensive monitoring
Serious/Repeated offences regarding attendance	DETE processes and legal action for non-attendance Cancellation of enrolment (Years 11-12) Suspension 6-20 days.
Truancy, Unapproved absences	Contact parents Make up time Detention Cancellation of enrolment (Years 11-12), where repeated and other evidence exists Alternative program Suspension 1-20 days.
Failure/Refusal to follow teacher's instructions	Reminder of expectations Referral to relevant administrator (eg. HOD, Deputy Principal, Sports Coordinator) Parent contacted Suspension 1-20 days
Failure to report for detention	Warning Parent contacted. Detention Suspension 1 - 20 days
Misbehaviour in public places and on public transport which reflects negatively on a positive school image (both in and out of uniform), where offenders are seen to be associated with the school eg. between home and school	Reminder of expectations Warning, instruction to move on Contact parents Detention Cancellation of privileges eg banned from bus Suspension 1-20 days Referral to police Exclusion
Failure to follow school procedures for uniform	Warning Cancellation of privileges to represent school (on assembly, at sport, excursions) Correct uniform issued for the day Phone call/Letter to parents offering assistance/seeking cooperation Teacher sets modified program Detention
Using/possessing - drugs/alcohol/weapons/or related materials or implements	Contact parents Counselling referral, and Police referral, and Suspension 1-20 days, or Exclusion from this school
Selling or supplying - drugs/alcohol	Contact parents Police Referral, and Suspension 1-20 days Exclusion from this school.

Fraud eg. forging signatures	Warning Contact parents by phone/letter Suspension 1-20 days Exclusion
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Repeated Playground and other Misbehaviour	Suspension 1- 20 days Exclusion
Examples of Unacceptable Behaviour	Consequences (one or a combination to apply)
Recording voice/images without consent (see policy "The Use of Personal Technology Devices at School")	Confiscation of device Contact parents Referral to Police Suspension 1-20 days Exclusion
Inappropriate use of Personal Tech Devices eg breaches turnoff/out of sight rule	Confiscation of device Contact parents Detention Suspension 1-20 days
Disseminating recordings/images without consent eg sending to others, posting on websites or in public places	Confiscation of device Contact parents Contact Police Suspension 1-20 Exclusion

Appendix 2

The Use of Personal Technology Devices* at School

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

Students should not bring valuable personal technology devices to school as there is a risk of damage or theft.

Confiscation

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

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

Students who have a personal technology device confiscated more than once will be subject to regular school disciplinary action, including detention, confiscation and return to parents, and suspension.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Holland Park SHS. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Students involved in:

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

may be subject to discipline (including suspension and exclusion).

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

Text communication

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

Assumption of cheating

Personal technology devices may not be touched or used by students during exams or during class assessment. Staff will assume students who appear to be using such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments. See the assessment policy for specific guidelines.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

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

* *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

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

Purpose

1. Holland Park SHS strives to create positive, predictable and respectful environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying at Holland Park SHS. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, spreading hurtful and untruthful rumours, deliberately excluding others and/or influencing others to exclude someone.
4. Bullying may be related to race, religion, culture, disability, appearance, health conditions, sexual orientation, life circumstances, personality.
5. At Holland Park SHS, there is broad agreement among staff, students and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will consider the intent of the behaviour, the power of individuals involved, and the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to, as unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve reminding students that appropriate intervention rather than bystander behaviour reduces the potential for reinforcing bullying behaviour.
7. Our anti-bullying procedures support our positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving social acknowledgement for doing so.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our Responsible Behaviour Plan will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know our school values of Learning, Respect and Cooperation and have been made aware of the expected behaviours to support these values, described in the Code of Behaviour.
 - All students receive positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from staff.
 - Appropriate, active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non classroom areas.
 - Cyberbullying often does not occur at school. Students are taught or reminded about safe internet searches, what constitutes cyberbullying, and what they should do if they receive

unwanted messages eg reporting it to a responsible adult, not responding to messages. The school will either investigate cyberbullying or refer parents to appropriate agencies.

- Specific lessons are taught in the context of personal development programs, and a consistent approach is maintained through use of common materials and approaches by teachers.
- The school has operated a peer mediation program for many years and encourages students to use its processes as an initial strategy to address low level bullying. Student peer mediators model ways of utilising their services on year and whole school assemblies.
- The school uses an evidence based approach for decision making, which includes student surveys, school behaviour records to determine intervention where appropriate. Intervention may include referral to the Guidance officer, parent interviews, referral to specific programs for students identified as bullies and victims.

Appendix 4

WORKING TOGETHER TO KEEP HOLLAND PARK STATE HIGH SCHOOL SAFE

We can work together to keep knives out of school. At Holland Park SHS:

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

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

What kinds of knife are banned?

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

The Principal or delegate can take action against a student who brings a knife to school.

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

How can parents help to keep our school safe?

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

Appendix 5 Behaviour Expectations Matrix

HOLLAND PARK SHS EXPECTATIONS MATRIX							
	School Wide	Classrooms	Library	Practical Rooms	Hallways & Verandahs	Oval/Sporting Facilities	Quad
LEARNING	Be organised, plan your time Come prepared to learn Do your best work always Complete homework and assessment on time Take responsibility for catching up missed work	Adopt a positive attitude to learning: listen, participate, co-operate Use your initiative to keep on top of your studies Access extra help Take pride in your progress and development	Access resources for learning Follow school internet policies Ask for help Use the library for free time for extra help	Be active; stay on task and complete set work Use personal protection equipment all the time	Keep bags in racks Move smartly between lessons Speak quietly Arrive promptly	Use sporting equipment correctly Wear a hat, be sunsafe Persevere and aim to improve Participate seriously	Observe eating areas and playing areas
RESPECT	Behave safely at all times Respect teachers' rights to teach Leave the property of others alone Be polite and courteous to everyone Take pride in your progress and development	Use technology responsibly. Leave rooms tidy Keep phones and IPODs off and out of sight Allow others to learn Recognise and respect the different backgrounds, talents and abilities of others	Work and move around quietly Use computers and resources carefully Return borrowed materials on time	Present neat and tidy work Keep hands, feet and objects to yourself Switch off electronic devices after use Use the correct equipment for the task	Allow others to pass Move without disturbing classes Stay out of unsupervised classrooms	Play and follow school approved game rules Observe the etiquette of the game Be a good sport	Mind your language Place litter in the bins provided Move around games in play, not through them
CO-OPERATION	Be honest at all times Follow instructions without dissent Honour all commitments and obligations Wear the correct uniform with pride Follow school routines and procedures Follow the law at school and in the community	Meet assessment deadlines Leave rooms tidy with lights off Observe exam protocols Be a polite audience during presentations	Put bags in the storage area Follow instructions of library staff Observe library rules regarding computer access (learning first) Leave resources tidy after use	Leave equipment clean and tidy Participate actively in class	Keep to the left Put bags in port racks Avoid sitting on port racks Speak quietly Keep halls free of obstructions	Play the correct sport on the correct surface Follow instructions without dissent Remain with your class Sit on the front edge of the oval in breaks	Pack up at first bell Return borrowed equipment promptly

HOLLAND PARK SHS EXPECTATIONS MATRIX

	Around and Under Buildings	Toilets	Student Services eg Canteen, Uniform shop, Office	In Public/Outside School
LEARNING	<p>Apply sun safe practices Recycle using appropriate bins</p>	<p>Observe good toilet hygiene Visit during breaks</p>	<p>Access services at the appropriate time, usually in breaks. Sign in at the office immediately on arrival if late to school Bring a note from your teacher to go to sick bay</p>	<p>Display interest, motivation, cooperation and engagement in the public domain Ask timely and relevant questions Use encouraging actions/behaviours that promote a positive public image/willingness of public involvement Participate in a wide range of school activities Accept guidance and assistance</p>
RESPECT	<p>Respect other people's personal space and right to use the area Walk at a brisk pace and keep left</p>	<p>Respect the privacy of others Treat facilities with respect</p>	<p>Wait your turn to be served Use your good manners at all times Greet staff with a smile</p>	<p>Speak appropriately acknowledging those around you Show consideration for the environment in which you find yourself Earn the respect and support of our community Uphold the code of behaviour while travelling to and from school and at activities held away from school</p>
CO-OPERATION	<p>Be aware of others when activities are being played Avoid playing games that may disrupt others</p>	<p>Leave the facilities clean and tidy Flush toilets after use</p>	<p>Form orderly queues Be patient at peak times Ask office staff to call parents if you are very unwell/injured</p>	<p>Follow road rules Be a law abiding citizen Accept acknowledgement and awards in a dignified manner</p>

Code of Conduct for School Students Travelling on Buses

Information for Schools

School staff are concerned about student safety and play a key role in advising students about the Code and the consequences of bus misconduct. They liaise closely with bus operators and are part of the collaborative team of stakeholders ensuring safe bus travel and managing student misconduct on buses.

School principals play a pivotal role in maintaining positive partnerships with bus companies. This collaboration can help to establish effective communication strategies and provide a link between the school's behaviour management plan and the Code. In this regard schools can talk to parents/carers and students about the Code and provide information about its requirements in student enrolment information.

Schools' role

To promote bus safety and collaborate in the management of student bus safety.

Schools' rights

- Safe and comfortable travel for their students.
- To be consulted and to receive accurate information about their students' school bus behaviour.
- To be respected.

Schools' responsibilities

- To collaborate with stakeholders and communicate respectfully during the implementation of the Code.
- To support bus operators in the application of the Code's procedures and processes.
- To reinforce safe bus travel and the Code's messages in school-based processes.
- To facilitate effective communication between bus operators and students/parents/carers.

Schools' expected behaviours

- To provide information on the Code to parents/carers.
- To support the bus operator in implementing consequences for school students who breach the Code.
- To collaborate with bus operators and parents/carers in relation to their students' behaviour on buses.
- To ensure a suitable level of supervision at school bus collection points, where appropriate.
- To reinforce with students the need for safe and responsible behaviour on buses.

What are the possible consequences for not following the Code?

Category 4: The behaviour is immediately life threatening

- Refused bus travel for a defined period (school weeks) plus behaviour agreement (agreement period up to one school year).
- Permanent refused travel.

Category 3: The behaviour is dangerous/destructive and highly likely to cause immediate harm to property and others

- Refused bus travel (maximum 10 school weeks) plus behaviour agreement (agreement period up to one school year).

Category 2: The behaviour is unsafe where there could be harm to property and others

- First Report – refused bus travel (maximum five school days).
- Repeat Report within 10 school weeks – refused bus travel (maximum 10 school days) and/or behaviour agreement (agreement period up to 10 school weeks).

Category 1: The behaviour is irresponsible but not likely to cause harm

- Report of single incident – written caution considered.
- Report of repeat of incidents in single journey – written caution and/or one to two days refused travel.
- First Repeat Report in 10 school weeks (repeat incidents across multiple journeys) – written caution and/or one to two days refused travel.
- Second Repeat Report in 10 school weeks – maximum five days refused travel and/or behaviour agreement for up to 10 school weeks.
- Third Repeat Report in 10 school weeks – maximum 10 days refused travel and/or behaviour agreement for up to 10 school weeks.

** In some circumstances an alternative consequence may be considered appropriate.*

