



HOLLAND PARK STATE HIGH SCHOOL

Student Code of Conduct 2020-2023

Every student succeeding

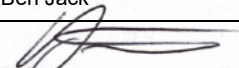

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Ben Jack
Principal Signature:	
Date:	2/12/20
P/C President and-or School Council Chair Name:	
P/C President and-or School Council Chair Signature:	
Date:	2/12/20

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Purpose

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

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

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

Whole School Approach to Discipline

Holland Park State High School has a multi-tiered system of support for discipline in the school informed by the principles of Positive Behaviour for Learning (PBL). A whole-school approach is used in all classrooms and programs offered through the school, including sporting activities and excursions.

The school:

- Analyses data to improve student behaviour and learning outcomes
- ensures that evidence-based practices are used by teachers to support students
- supports staff members to maintain consistent school and classroom improvement practices.

At Holland Park State High School we believe discipline is about acknowledging appropriate behaviour, and correcting inappropriate behaviour with appropriate consequences. This approach reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff make their expectations clear, provide supportive instruction about how to meet these expectations and use behavioural incidents as opportunities for learning.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with a member of the school's administration team.

Differentiated and Explicit Teaching

We use a three layered approach in our focus on Behaviour. Firstly we provide differentiated and explicit teaching for all students. Focussed support is provided for identified students. Intensive support is provided for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Student Code of Behaviour and the Expectations Matrix, illustrated below, as their behaviour standards. Using the code and the matrix, teachers work with all students to explain each of the expectations. The code and matrix are on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Support

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching.

Focused support includes referral to school personnel by the class teacher as well as revisiting key behavioural concepts and/or skills, using explicit and structured teaching strategies in particular aspects of a behaviour. Focused support provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including HODs, GOs, the Inclusion team and staff with specialist expertise, work collaboratively with class teachers at Holland Park State High School to provide focused support. Student progress is monitored by the classroom teacher/s to identify those who:

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

Intensive Support

Research evidence shows that even in an effective, well-functioning school there will be up to 5% of the student population who require intensive support to achieve behavioural expectations. Intensive support 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 support 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 teachers. Consultation with the student's family occurs in most cases.

For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach supports students with complex issues.

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

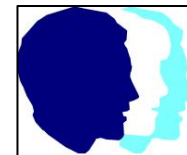
Consideration of Individual Circumstances

Staff at Holland Park 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 equality, where every student is given the support they need to be 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 disciplinary consequences will be considered against the context of their individual, more complex circumstances. These are all matters that are considered for each individual student in both the teaching about 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 or discuss 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, please make an appointment with a member of administration to discuss the matter.



Holland Park High School - Student Code of Behaviour

Learning – I Will		
Am I prepared and willing to learn?	Preparation	Be organised - plan my time
		Bring my Student Planner for use each day
		Come prepared to learn - bringing all materials, books, equipment, correct clothing and footwear
	Attitude	Bring a positive attitude to learning
		Ask my teachers for help, and follow their advice
		Encourage and help fellow students
		Take advantage of opportunities offered at school
	Action	Arrive on time
		Be an active learner who listens, participates, cooperates
		Complete assessment and homework in the allocated time
Focus on my future by setting goals & reflecting on my learning.		
Do my best work always		
Respect – I Will		
Am I being respectful?	Self	Follow health and safety rules in practical areas and behave safely at all times
		Use technology responsibly and with respect for others
		Recognise the importance of my social and emotional wellbeing and seek support when needed
		Take pride in my 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
		Follow community standards about personal hygiene
		Leave the property of others alone
	Environment	Leave rooms tidy after use, conserve energy and recycle
		Take care of furniture and buildings and school equipment
		Use paths to preserve lawns and gardens and protect the natural environment
		Dispose of waste appropriately and sustainably
Cooperation – I Will		
Am I being cooperative?	Rights & Responsibilities	Be honest at all times
		Honour all commitments and obligations
		Accept guidance and assistance
		Follow the instructions of teachers and support staff promptly and without dissent
		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
		Follow the law at school and in the community
		Consequences
	Accept responsibility for my actions and the impact they have on others	
	Positive School Image	Wear the correct uniform with pride
		Be a considerate citizen who makes a positive contribution to my community

HOLLAND PARK STATE HIGH SCHOOL EXPECTATIONS MATRIX

	School Wide	Classrooms	Library	Practical Rooms	Hallways & Verandahs	Over/Sporting Facilities	Around the school & Under Buildings	Toilets	Student Services eg. Canteen, Uniform Shop, Office	In Public/Outside School
LEARNING	<p>Be organised, plan your time</p> <p>Come prepared to learn</p> <p>Do your best work always</p> <p>Complete homework & assessment on time</p> <p>Take responsibility for catching up missed work</p>	<p>Adopt a positive attitude to learning: listen, participate, co-operate</p> <p>Use your initiative to keep on top of your studies</p> <p>Access extra help</p> <p>Take pride in your progress and development</p>	<p>Access resources for learning</p> <p>Follow school internet policies</p> <p>Ask for help</p> <p>Use the library for free time for extra help</p>	<p>Be active, stay on task & complete set work</p> <p>Use personal protection equipment all the time</p> <p>Observe all safety protocols in the area</p>	<p>Keep bags in racks</p> <p>Move smartly between lessons</p> <p>Speak quietly</p> <p>Arrive promptly</p>	<p>Use sporting equipment correctly</p> <p>Wear a hat, be sunsafe</p> <p>Persevere & aim to improve</p> <p>Participate seriously</p>	<p>Keep the area free of litter</p> <p>Recycle using appropriate bins</p> <p>Stay off driveways</p>	<p>Observe good toilet hygiene</p> <p>Visit during breaks</p>	<p>Access services at the appropriate time, usually in breaks</p> <p>Sign in at the office immediately on arrival if late to school</p> <p>Bring a note from your teacher to go to sick bay</p>	<p>Display interest, motivation, cooperation and engagement in the public domain</p> <p>Ask timely and relevant questions</p> <p>Use encouraging actions/behaviours that promote a positive public image/willingness of public involvement</p> <p>Participate in a wide range of school activities</p> <p>Accept guidance & assistance</p>

RESPECT	<p>Behave safely at all times</p> <p>Respect teachers' rights to teach</p> <p>Leave the property of others alone</p> <p>Be polite & courteous to everyone</p> <p>Take pride in your progress and development</p> <p>Keep hands, feet & objects to yourself</p>	<p>Use technology responsibly</p> <p>Leave rooms tidy</p> <p>Keep phones off and out of sight</p> <p>Allow others to learn</p> <p>Recognise and respect the different backgrounds, talents & abilities of others</p>	<p>Work and move around quietly</p> <p>Use computers & resources carefully</p> <p>Return borrowed materials on time</p>	<p>Present neat & tidy work</p> <p>Switch off electronic devices after use</p> <p>Use the correct equipment for the task</p>	<p>Allow others to pass</p> <p>Move without disturbing classes</p> <p>Walk at a brisk pace</p> <p>Stay out of unsupervised classrooms</p>	<p>Play & follow school approved game rules</p> <p>Observe the etiquette of the game</p> <p>Be a good sport</p> <p>Observe eating areas & playing areas</p> <p>Mind your language</p> <p>Place litter in the bins provided</p>	<p>Respect other people's personal space and right to use the area</p> <p>Walk at a brisk pace & keep left</p> <p>Keep walkways & stairs clear</p>	<p>Respect the privacy of others</p> <p>Treat facilities with respect</p>	<p>Wait your turn to be served</p> <p>Use your good manners at all time</p> <p>Greet staff with a smile</p>	<p>Speak appropriately acknowledging those around you</p> <p>Show consideration for the environment in which you find yourself</p> <p>Earn the support of our community through respectful behaviour</p> <p>Uphold the code of behaviour while travelling to and from school and at activities held away from school</p>
CO-OPERATION	<p>Be honest at all times</p> <p>Follow instructions without dissent</p> <p>Honour all commitments & obligations</p> <p>Follow school routines & procedures</p> <p>Follow the laws at school and in the community</p>	<p>Meet assessment deadlines</p> <p>Leave rooms tidy with lights off</p> <p>Observe exam protocols</p> <p>Be a polite audience during presentations</p>	<p>Put bags in the storage area</p> <p>Follow instructions of library staff</p> <p>Observe library rules regarding computer access (learning first)</p> <p>Leave resources tidy after use</p>	<p>Leave equipment clean & tidy</p> <p>Participate actively in class</p>	<p>Keep to the left</p> <p>Put bags in port racks</p> <p>Avoid sitting on port racks</p> <p>Speak quietly</p> <p>Keep halls free of obstructions</p>	<p>Play the correct sport on the correct surface</p> <p>Follow instructions without dissent</p> <p>Remain with your class</p> <p>Sit on the front edge of the oval in breaks</p> <p>Pack up at first bell</p> <p>Return borrowed equipment promptly</p>	<p>Be aware of others when activities are being played</p> <p>Avoid playing games that may disrupt others or damage school property</p>	<p>Leave the facilities clean and tidy</p> <p>Flush toilets after use</p> <p>Avoid congregating and eating in toilets</p>	<p>Form orderly queues</p> <p>Be patient at peak times</p> <p>Ask office staff to call parents if you are very unwell/injured</p> <p>Observe good hygiene everywhere</p>	<p>Follow safety & hygiene practice</p> <p>Observe road safety protocols</p> <p>Be a law abiding citizen</p> <p>Wear the correct uniform with pride</p> <p>Accept acknowledgement & awards in a dignified manner</p> <p>Be a respectful audience</p> <p>Engage in opportunities to volunteer</p> <p>Be helpful</p> <p>Considerate in the community</p>

Parents and Staff

The table below explains expectations of parents and staff, to support the educational experience of our students.

LEARNING	
PARENTS	STAFF
You will ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You will support your child to meet the learning, social and behavioural expectations at school, and share relevant information with us.	We will explain our learning, social and behavioural expectations, and will provide regular feedback about your child's progress.
You will participate in school events and opportunities offered by the school to provide feedback.	We will work closely with families to consider their personal needs including work commitments, finances and family structure.
You will provide materials required for learning or contact the school for assistance.	We will make use of learning materials to create a positive learning experience for your child.
You will support your child to meet homework and assessment timelines.	We will provide assessment calendars and timely feedback and communicate any concerns we have.

RESPECT	
PARENTS	STAFF
You are respectful in your communication with all school staff.	We will ensure positive behaviours are role modelled for all students.
You will respect the obligations of staff to maintain student and family privacy.	We will respect sensitive information relating to your child and family.
You will recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You will help your child to see the strengths and benefits in diversity and difference in their classmates.	We will build a cohesive, inclusive classroom and school culture.
You will acknowledge that teachers exercise their professional judgement in managing the learning environment.	We will maintain our professional knowledge and skills in curriculum and pedagogy.

COOPERATION	
PARENTS	STAFF
You will make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You will observe all parking restrictions in and around the school.	We will give clear guidance about parking for parents.
You will stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter, email and text message as the primary means of notifying parents about school news, excursions or events.
You will take a positive, solution-focused approach to resolving complaints.	We will work with you to resolve a school related complaint.
You will monitor your child's academic progress and wellbeing and contact us with any concerns.	We will check in with you about your child's needs and offer support your family may require.

Disciplinary Consequences

The disciplinary consequences model used at Holland Park State High School follows a differentiated approach as we described in the whole school approach to discipline.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, consequences 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. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, rule reminders, in-class corrective feedback and consequences, continue to display behaviour. A continued pattern of low-level inappropriate behaviour can interfere with teaching and learning for the whole class, and the student will be referred to their HOD, or a member of administration (for playground incidents).

For a small number of students, approximately 2-5%, 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 a member of administration in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the inappropriate behaviour.

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

Differentiated

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

- Pre-correction
- Non-verbal and visual cues
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback
- Rule reminders
- Explicit behavioural instructions
- Proximity control
- Tactical ignoring of inappropriate behaviour
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process
- Provide demonstration of expected behaviour
- Peer consequence
- Private discussion with student about expected behaviour
- Verbal redirection for inappropriate behaviour
- Warning of more serious consequences
- Detention

Focussed

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

- Individual student behaviour support strategies
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Teacher coaching and debriefing
- Referral to Student Support Team
- Stakeholder meeting with parents and external agencies

Intensive

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

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

School Disciplinary Absences

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision.

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.

Re-entry following suspension

A re-entry meeting will be scheduled for Parents & Students who are suspended from Holland Park State High School on or close to the day of their scheduled return to school. The aim of the re-entry meeting is for school

staff to set the student up for future success, strengthen home-school communication, & to assist the student in their successful re-engagement in school following suspension.

Arrangements

The scheduled re-entry meeting will be communicated via telephone or in writing. The meeting will be with the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student and parent. The inclusion of support staff, such as guidance officers, may also offer important advice to ensure a successful outcome for the re-entry meeting.

School Policies

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

The following items are explicitly prohibited at Holland Park 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** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)

- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Holland Park 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 item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- If a search of a student is considered necessary, the police and the student's parents will be called.

Parents of students at Holland Park State High School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Holland Park State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- 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 Holland Park 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 Holland Park 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;

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Holland Park State High School has determined that responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is shared among parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below. Other devices include but is not limited to, games devices (such as gaming devices, cameras and/or voice recording devices (whether or not integrated with a mobile phone), mobile phones, Ipods, Iwatches, visible headphones/earphones, earbuds, and devices of a similar nature.

It is **appropriate** for students at Holland Park State High School to:

- use devices such as laptops for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes unless the device is being used in a teacher directed activity to enhance learning
- seek school approval where they wish to use a mobile device under special circumstances such as for monitoring a medical condition.

It is **unacceptable** for students at Holland Park State High School to:

- use a mobile phone or other devices in an unlawful manner
- use any mobile device for any purpose in class without teacher consent
- use a mobile phone in technology-free designated spaces eg. toilets or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of online email and online collaboration eg. Blackboard
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

Preventing and responding to bullying

Holland Park State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Holland Park State High School has a **Student Council**, with representatives from each year level meeting regularly with mentor teachers and on occasions with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. Core elements of the Australian Student Wellbeing Framework underpin discussions:



1. Leadership

Principals, school and student leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still of concern and need to be addressed and resolved. At Holland Park State High School our staff will work to respond to any matters raised of this nature in collaboration with students and parents.

The following steps explain the actions Holland Park State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative steps will vary depending on the professional judgment of teachers who receive the complaint and their assessment of immediate risk to student/s.

Holland Park State High School - **Bullying response flowchart for teachers**

Please note these steps may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved.

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Year Level Coordinator, Year Level Deputy Principal, Inclusion Coordinator or Guidance Officer

- Step 1** LISTEN AND DOCUMENT
- Step 2** COLLECT INFORMATION
- Step 3** DISCUSS FINDINGS
- Step 4** IMPLEMENT A PLAN
- Step 5** FOLLOW UP AND REVIEW

Cyberbullying

Cyberbullying is treated at Holland Park State High School with the same level of seriousness as in-person bullying.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Year Level Coordinator, Year Level Deputy Principal, Inclusion Coordinator or Guidance Officer.

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

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

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

Cybersafety and Reputation Management (CRM)

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

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

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

Student Intervention and Support Services

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

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

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

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 the community, including students 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, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Holland Park State High School 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 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 works well for reducing the use of restrictive practices.

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

Critical Incidents

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.