



# 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:  | 29/3/2023   |
| P/C President and-or School Council Chair Name:      | Katrina Marschke  |
| P/C President and-or School Council Chair Signature: |  |
| Date:  | 29/3/2023   |

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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.

## Principal's Foreword

Holland Park State High School is committed to providing a caring, safe, supportive, and disciplined learning environment where all of its members are valued, and where social and academic learning outcomes are maximised through quality teaching, positive relationships and a highly developed curriculum.

The school recognises the close relationship between effective teaching, quality learning, high achievement, and responsible and respectful behaviour. Holland Park SHS is committed to:

- Deliver the highest quality curriculum, teaching, learning and assessment practices.
- Provide a whole school approach to achieve high standards in literacy and numeracy for all students.
- Provide a safe and caring environment where all students and staff learn about and value our positive and nurturing learning culture within the school.
- Maintain a school climate where high standards of behaviour, performance and participation, are the foundation for students to achieve their potential.
- Embedding our core values into everyday student life: Learning, Respect, Kindness and Perseverance

The Student Code of Conduct provides a framework for teaching responsible and respectful behaviour that demonstrates respect for themselves and others. It affirms that students and teachers have the right to work to their potential, free from disruption, abuse or threat. It affirms that parents have a joint responsibility to encourage students to be accountable for their behaviour and to contribute to the wider school community in a positive manner. The Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank those involved for their contribution to the Holland Park State High School Code of Conduct. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Ben Jack  
Principal

## P and C Statement of Support

As president of the Holland Park State High School P&C Committee, I am proud to support the new Student Code of Conduct. The consultation process led by the Principal Mr Ben Jack and his team has ensured that parents have opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Holland Park State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set high expectations.

We encourage all parents to familiarise themselves with the Holland Park State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Holland Park State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help prevent and respond to bullying, and the flowchart on page 43 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Holland Park State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Holland Park State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

## Learning and Behaviour Statement

All areas of Holland Park State High School 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 school-wide framework for managing behaviour is based on preventative, differentiated model grounded in practical strategies.

The Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Holland Park State High School to create and maintain a positive and productive learning and teaching environment. This ensures all school community members have clear and consistent expectations and understandings of their role in the educational process. For this reason, all policies and procedures in this Student Code of Conduct aim to build and strengthen relationships between all members of the school community (students, parents, staff and other local community stakeholders).

Student behaviour is guided by our school vision. The school vision and values assist us to 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 teaching and learning environment at Holland Park State High School is underpinned by the following values of: Learning, Respect, Kindness and Perseverance.

Holland Park State High School uses multi-level system of support as the foundation for our integrated approach to learning and behaviour. This system is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. The model's foundation is based on the matching of identified needs of individual students to a supportive action.

Holland Park State High School also uses some aspects of the Positive Behaviour for Learning (PBL) framework which utilises a multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour support. This integrated model provides a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving approach and a strong framework, intervention is supported by a multi-tiered intervention system tailored to the identified needs of individual students.

## Multi-Tiered Systems of Support

Holland Park State High School uses elements of the Positive Behaviour for Learning (PBL) framework which utilises a multi-tiered systems of support (MTSS) as the foundation for the integrated approach to learning and behaviour support. This integrated model provides a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving approach and a strong PBL framework, intervention is supported by a multi-tiered intervention system tailored to the identified needs of individual students.

| Tier | Prevention Strategy   |
|------|---|
| 1    | <p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of the Australian Curriculum, Student Code of Conduct and Positive Education wellbeing framework. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so, skills are ready and likely to be used when students need them</li> </ul>  |
| 2    | <p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to attain learning success and meet required behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum, Positive Education wellbeing framework or particular aspects of the Student Code of Conduct expectations. The types of interventions offered at this level will vary according to the needs of each school's student body.</p>   |
| 3    | <p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups, on an individual basis or regular stakeholder meetings with external agencies regarding most appropriate intervention.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour</li> <li>• TEACH the student an acceptable replacement behaviour</li> <li>• REINFORCE the student's use of the replacement behaviour</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul> |

## Consideration of Individual Circumstances

Staff at Holland Park State High School consider 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, acknowledging appropriate behaviour, 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 or way to behave. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know the consequences applied to another student, 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.

We expect that parents and students will respect the privacy of other students and families. If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the relevant Deputy Principal.

## Student Wellbeing and Support Network

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

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

### Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#). Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Holland Park State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.



## **Policy and expectations**

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

## **Drug education and intervention**

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

## **Specialised health needs**

Holland Park State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

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

## **Medications**

Holland Park State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the School can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

## **Mental health**

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

## **Suicide prevention**

Holland Park State High School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Senior Guidance Officer or other appropriate staff. When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of the student in the first instance, and where necessary provide first aid. In all other situations, Holland Park State High School staff follow suicide intervention and prevention advice by ensuring:

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

## **Suicide postvention**

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

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

## Student Support Network










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

Students can approach any school staff member at Holland Park State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Services.

| Staff based Service             | What and How  |
|---------------------------------|---|
| Guidance Officers               | <ul style="list-style-type: none"> <li>• Guidance staff provide support around career planning, subject choice and subject changes along with social and emotional issues.</li> <li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting.</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills.</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> <li>• Guidance staff can also provide referrals for outside assistance.</li> <li>• To book an appointment, go to Guidance in lower office to discuss the reason/s for an appointment</li> </ul> |
| School Based Youth Health Nurse | <ul style="list-style-type: none"> <li>• Students and parents are welcome to make a confidential appointment with the School Based Youth Health Nurse (SBYHN) if they have any health or personal issues they want to discuss.</li> <li>• Parents may contact the SBYHN through the school office.</li> <li>• Appointment times and appointment slips are available from the SBYHN.</li> <li>• provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>-healthy eating and exercise</li> <li>-relationships</li> <li>-personal and family problems</li> <li>-feeling sad, worried and angry</li> <li>-sexual health</li> <li>-smoking, alcohol and other drugs</li> </ul> </li> </ul>                       |
| School Chaplain                 | <ul style="list-style-type: none"> <li>• promotes student wellbeing, particularly through the provision of pastoral care.</li> <li>• has an educative role in the areas of beliefs, values, morals, and ethics.</li> <li>• works as part of the School Support Team to facilitate connection into the school network and wider community of students who are suffering from bereavement, family breakdown or other crisis and loss situations.</li> </ul>   |

|                                   |  |
|-----------------------------------|--|
| Dean of Students                  | Working in partnership with the Year level Deputy Principal, Deans play an important role in reinforcing the school's values of Learning, Respect, Kindness and Perseverance. Specifically, Deans will maintain a culture of high expectations - promoting school pride and belonging in conjunction with the HP Cup, developing students' personal responsibility, motivating academic engagement, facilitating school and community participation, enhancing positive relationships and supporting all students  |
| Deputy Principals                 | <ul style="list-style-type: none"> <li>• leads Student Support Network to promote an inclusive, positive school culture.</li> <li>• monitors attendance, behaviour and academic data to identify areas of additional need.</li> </ul>  |
| Indigenous Coordinator            | Provides educational and wellbeing support services to Aboriginal and/or Torres Strait Islander students and communities.  |
| International Student Coordinator | <ul style="list-style-type: none"> <li>• coordinates the International student program and promotes an inclusive, positive school culture.</li> <li>• monitors international student's attendance, behaviour and academic data to identify areas of additional need.</li> </ul>  |
| Psychologist                      | <p>Use their professional knowledge of psychological interventions and treatments to deliver appropriate and tailored therapeutic intervention to support students' mild to moderate concerns, including: Mental health concerns including anxiety, eating disorders, depression, personal relationships, stress, trauma and crisis.</p> <p>Provide support and ensure safety plans for the school context are implemented for students who are self-harming and/or at risk of suicide. Apply their understanding of the mental health continuum to identify when students require additional mental health support outside of the school context.</p> <p>Use their understanding of the mental health system to provide students who need additional support for their mental health concerns with warm referrals to external agencies.</p> |
| EALD Coordinator                  | <ul style="list-style-type: none"> <li>• <b>Learning</b>-Monitoring of attendance and attainment, Commitment to support achievement – additional school funded TA hours, EALD/International Students target group on Class Data Placemats</li> <li>• <b>Engagement</b>-Cultural and social support – EALD coordinator, ISP weekly meetings and cultural celebrations, Commitment to Multicultural Activities</li> <li>• <b>Wellbeing</b>-EALD and ISP Coordinator-cultural based programs, wellbeing focus activities.</li> </ul>  |
| Inclusion Coordinator             | <ul style="list-style-type: none"> <li>• coordinates transition (student with disability) to secondary for</li> <li>• students moving from Year 6 to Year 7 and transitioning after</li> <li>• graduation.</li> <li>• monitors student attendance data, arranges intervention for</li> <li>• verified students.</li> <li>• liaises with all stakeholders to support students who require</li> <li>• additional support for learning and wellbeing.</li> </ul>  |
| Behaviour and Engagement Coach    | <p>Oversees and coordinates the ongoing implementation and management of the Behaviour framework.</p> <p>Monitors student behaviour data and instigates whole-school intervention.</p>   |

# HOLLAND PARK STATE HIGH SCHOOL STUDENT SUPPORT TEAM

| Role               | Guidance Officer  | HOSES  | EAL/D and International Coordinator   | School Based Youth Health Nurse  | Chaplain  | Youth Support Coordinator   | First Nations Coordinator   | Behaviour Support  | Speech Language Pathologist   |
|--------------------|---|--|---|--|---|---|---|--|---|
| Staff              | <i>Hollie Sanders</i><br>  | <i>Heli Schoneveld</i><br>  | <i>Suzhen Liu</i><br>  | <i>Melanie Sullivan</i><br>  | <i>Brad Hartland</i><br>   | <i>Trevor Kaess</i><br>  | <i>Matthew Lane</i><br>  | <i>Simon Wilson</i><br>   | <i>Amelia Kennedy</i><br>  |
| Email              | <a href="mailto:hsand49@eq.edu.au">hsand49@eq.edu.au</a>  | <a href="mailto:hscho20@eq.edu.au">hscho20@eq.edu.au</a>   | <a href="mailto:sliu11@eq.edu.au">sliu11@eq.edu.au</a>  | <a href="mailto:nurse.hollandpark@health.qld.gov.au">nurse.hollandpark@health.qld.gov.au</a>   | <a href="mailto:bhart148@eq.edu.au">bhart148@eq.edu.au</a>  | <a href="mailto:tkaes3@eq.edu.au">tkaes3@eq.edu.au</a>  | <a href="mailto:milan5@eq.edu.au">milan5@eq.edu.au</a>  | <a href="mailto:swils177@eq.edu.au">swils177@eq.edu.au</a>   | <a href="mailto:Akenn230@eq.edu.au">Akenn230@eq.edu.au</a>  |
| Ext                | 103   | 131  | 136   | 141  | 141   | 141/142   | 151   | 109  | 131   |
| Location           | Lower C   | Lower J  | Lower F   | Lower C  | Lower C   | Lower C   | H Block   | D Block  | Lower J   |
| Role               | <ul style="list-style-type: none"> <li>One-on-one counselling appointments with students</li> <li>Provide support to staff and families regarding the mental health and wellbeing of their student/s.</li> <li>Student protection concerns, management of critical incidents and emergencies.</li> <li>Case management of complex students</li> <li>Internal and external referrals.</li> <li>Career counselling.</li> <li>Coordinate wellbeing framework within the school community.</li> <li>Conduct cognitive assessments and recommendations.</li> <li>Provide PD to staff and parents/carers</li> </ul> | <ul style="list-style-type: none"> <li>Referrals and identification of students with disabilities</li> <li>Manage referrals to AVTs, Specialists, Therapists.</li> <li>Referrals for Cognitive Assessments with GO SWDs Information/PD</li> <li>Resources to assist with engagement of SWD.</li> <li>Case Management of complex students with additional needs.</li> <li>SWD transition to senior studies, post school and year 7.</li> <li>SWDs behavioural support.</li> </ul> | <ul style="list-style-type: none"> <li>Provide support to identified EAL/D students when needed.</li> <li>School &amp; Community Engagement.</li> <li>Assist in the organisation of cultural events.</li> <li>Encourage educational participation of <u>EAL/D students</u>.</li> <li>Provide information to school community on social and cultural perspectives and issues.</li> </ul> | <ul style="list-style-type: none"> <li>Works with young people and the school to promote health and wellbeing.</li> <li>One-on-one appointments and class lessons on a range of topics such as healthy relationships, mental health, sexual health, alcohol, vaping and other drugs, healthy eating and exercise, growth and development.</li> <li>Support to access community health services.</li> </ul> | <ul style="list-style-type: none"> <li>Provide pastoral care and personal support for students, staff and parents/carers of the school community.</li> <li>Assisting in the development of supportive relationships with students through mentoring</li> <li>Connect students and their families with community agencies and groups as needed to provide targeted support</li> <li>Coordinate special programs such as SHINE and STRENGTH.</li> </ul> | <ul style="list-style-type: none"> <li>Individual case management of students in years 10 - 12.</li> <li>Support alternative pathways for students at risk of disengaging/disengaged</li> <li>Working alongside local schools and community, networking and referrals.</li> <li>Coordinate special programs such as Rock &amp; Water, Feeling Fabulous, Coaching for Success</li> <li>Conduct home visits where necessary</li> <li>Transporting young people to external appointments.</li> </ul> | <ul style="list-style-type: none"> <li>Provide guidance and support to First Nations students.</li> <li>School &amp; Community Engagement.</li> <li>Cultural events.</li> <li>Encourage educational participation of First Nations students.</li> <li>Provide information to school community on First Nation social and cultural perspectives and issues.</li> </ul> | <ul style="list-style-type: none"> <li>Chair Behaviour Team</li> <li>Prepare behaviour data and provide intervention strategies.</li> <li>Work with students at individual and small group level.</li> <li>Create &amp; share student behaviour Support Plans for Tier 2/3 students in Years 7-10.</li> <li>Coordinate special programs such as Traction, Rock &amp; Water.</li> <li>Conduct FBA's and classroom profiling.</li> </ul> | <ul style="list-style-type: none"> <li>Speech-language therapy services in Queensland state schools support students, <u>their</u> families and education teams to ensure students are able to achieve in education.</li> <li>Speech-language pathologists can help students with:                             <ul style="list-style-type: none"> <li>developing their speech sound system</li> <li>understanding and using language for thinking, discussing, reading, writing, numeracy and learning</li> <li>managing social interactions in the school setting</li> <li>speaking fluently</li> <li>having a healthy voice so that they can manage talking throughout the school day</li> <li>safely eating and drinking at school.</li> </ul> </li> </ul> |
| Method of Referral | SST Referral Process<br>Self-Referrals<br>Parents/carers  | On enrolment<br>Via DP<br>SST Referral Process   | On enrolment<br>Via DP  | SST Referral Process<br>Self-Referrals   | SST Referral Process<br>Self-Referrals  | SST Referral Process<br>Self-Referrals  | SST Referral Process  | SST Referral Process   | SST Referral Process<br>Via HOSES   |
| Days of Work       | Full time   | Full time  | Full time   | Mon & every 2 <sup>nd</sup> Wed (odd weeks)  | Mon, Tues   | Mon, Thurs  | Full time   | Full time  | Thurs   |

## 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.

Our plan respects the rights and responsibilities of all members of our school community and outlines their role in the educational process whilst ensuring consistency and fairness for all. The development of the Holland Park State High School Code of Conduct is an opportunity to explain the PBL blended framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

### **Approach to Behaviour Management Focus:**

1. Our 4 core values: Learning, Respect, Kindness and Perseverance
2. Acknowledging cooperative behaviours
3. Correcting uncooperative behaviours using a range of consequences and support strategies
4. Reward and acknowledge expected behaviours
5. Students demonstrate the every lesson every day model

# The Holland Park behaviour framework

The Holland Park SHS mission is to build a positive school behaviour culture through proactive whole school systems, which explicitly define, teach and support students to develop positive behaviours. A common language is utilised by students, staff and community to discuss behaviour, values and expectations. The focus of prevention of behaviour incidents is guided by regular behaviour data analysis, goal setting and the implementation of proactive strategies by the behaviour team. This allows teachers to maximise learning time, improve overall student outcomes and ensure that students have the skills and behaviours to be a productive member of the community. Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three behaviour HIGH EXPECTATIONS in place for students, Learning, Respect, Kindness and Perseverance.

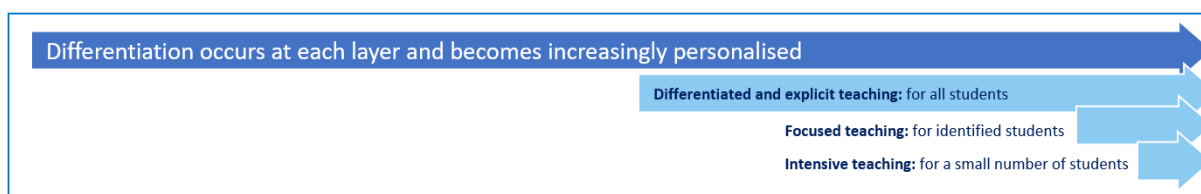
## Differentiated and Explicit Teaching

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, 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.

Teachers at Holland Park State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to our differentiation, as illustrated in the diagram below. The three layered model is applied the same whether being used for academic and pedagogy or behaviour. Tier 1 is differentiated and explicit teaching and reinforcing for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.





## HOLLAND PARK STATE HIGH SCHOOL BEHAVIOUR EXPECTATIONS MATRIX

|                 | School Wide  | Classrooms   | Library   | Practical Rooms  | Hallways & Verandas   | Oval/Sporting Facilities   | Around the school & Under Buildings  | Toilets   | Student Services e.g. Canteen, Uniform Shop, Office   | In Public/Outside School   |
|-----------------|--|--|---|--|---|--|--|---|---|--|
| <b>LEARNING</b> | <p>Be organised, plan your time</p> <p>Come prepared to learn</p> <p>Do your best work always</p> <p>Complete homework &amp; 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 &amp; 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 sun safe</p> <p>Persevere &amp; 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>Visit toilets with a purple pass out</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 &amp; assistance</p> |
| <b>RESPECT</b>  | <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 &amp; courteous to everyone</p> <p>Take pride in your progress and development</p> <p>Keep hands, feet &amp; 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 &amp; abilities of others</p> | <p>Work and move around quietly</p> <p>Use computers &amp; resources carefully</p> <p>Return borrowed materials on time</p>                         | <p>Present neat &amp; 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 &amp; follow school approved game rules</p> <p>Observe the etiquette of the game</p> <p>Be a good sport</p> <p>Observe eating areas &amp; 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 &amp; keep left</p> <p>Keep walkways &amp; 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>                       |



|                      |   |  |  |  |   |   |   |  |   |   |
|----------------------|---|--|--|--|---|---|---|--|---|---|
| <b>KINDNESS</b>      | <p>Be kind at all times</p> <p>Be kind to staff and students</p> <p>Treat others fairly and respectfully</p> <p>Consider how your words and actions affect others</p> <p>Speak to others in a positive way</p> <p>Enter classrooms quickly/quietly/sensibly</p> | <p>Support each other in difficult times</p> <p>Recognising people who have done well</p> <p>Practical kindness: daily acts at home &amp; school</p> | <p>Use positive language when speaking with staff or asking for help</p> <p>To share resources and invite others to participate in games</p> | <p>Support your peers in being safe and successful in their tasks</p>  | <p>Keep to the left</p> <p>Line up outside classroom</p> <p>Greet your Teacher and classmates</p> | <p>Treat other players fairly</p> <p>Observe the rules of play</p> <p>Follow duty teacher instructions always</p>   | <p>Put your rubbish in the bin</p> <p>Use appropriate tone and volume when moving between classes</p> | <p>Leave the facilities clean after use</p> <p>Report any damage</p>   | <p>Wait your turn</p> <p>Use manners at all times</p>   | <p>Speak to members of the public in a positive way</p> <p>Show kindness to people in need</p> <p>Give up your seat for adults</p> <p>Speak kindly to bus drivers/business owners/members of the community</p> <p>Use encouraging actions/behaviours that promote positive public image</p> |
| <b>PERSERVERANCE</b> | <p>Be consistent with learning goals</p> <p>Strive to meet success criteria in every lesson</p> <p>Get involved in extracurricular activities</p>   | <p>Adopt a growth mindset</p> <p>Complete all set work</p> <p>Ask for help if you need it</p>  | <p>Use your time wisely in the library</p>   | <p>Participate actively in class</p> <p>Follow all safety procedures</p> <p>Cooperate with group members</p> | <p>Make sure you have the right equipment</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>Encourage others to keep area tidy</p>   | <p>Always use an out of class slip</p> <p>We don't use the toilets in the first and last 20 of each lesson</p> | <p>Follow support staff instructions</p> <p>Hand in the correct forms on the correct day.</p> <p>Always sign in when late</p> <p>Always sign out when leaving early</p> <p>Parents to notify office staff of changes to your attendance</p> | <p>Strive to maintain HP standards of dress and behaviour</p> <p>Follow HP values when engaging with the community</p>  |

A set of behavioural expectations in specific settings has been attached to each of our school high expectations. The high expectations teaching matrix below outlines specific behavioural expectations in school and community settings. It is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



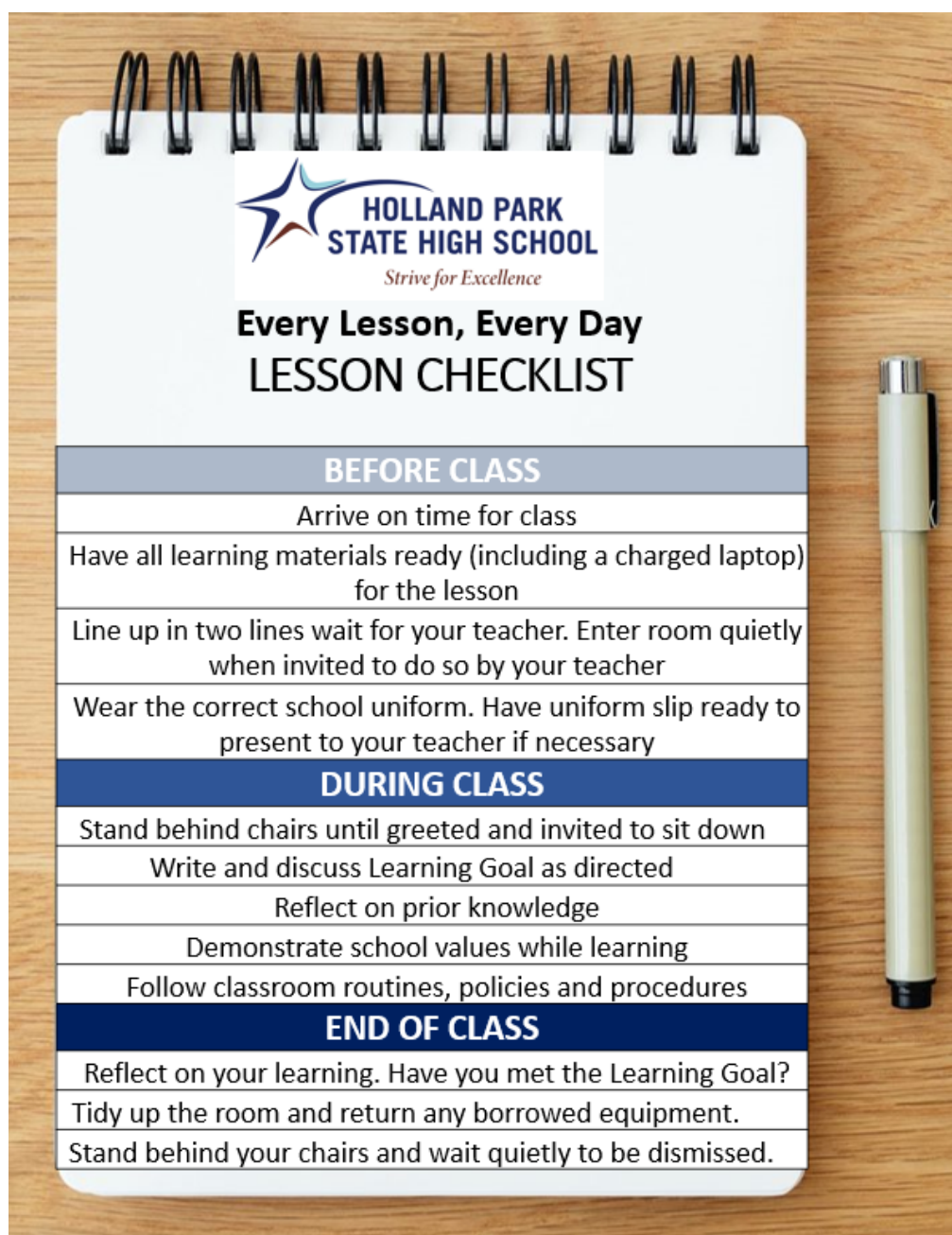
## Parents and Staff

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

| <b>PARENTS</b>   | <b>STAFF</b>  |
|--|---|
| 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.                                    |
| <b>PARENTS</b>   | <b>STAFF</b>  |
| 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.  |

| 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.   |

To support the expectations matrix, we implement key processes to teach, reinforce and manage student behaviour on an ongoing basis. The intent of the key processes is to ensure that students are provided a transparent and consistent approach to the management of their behaviour within the classroom and school community. These processes include: Before, during and end of class.

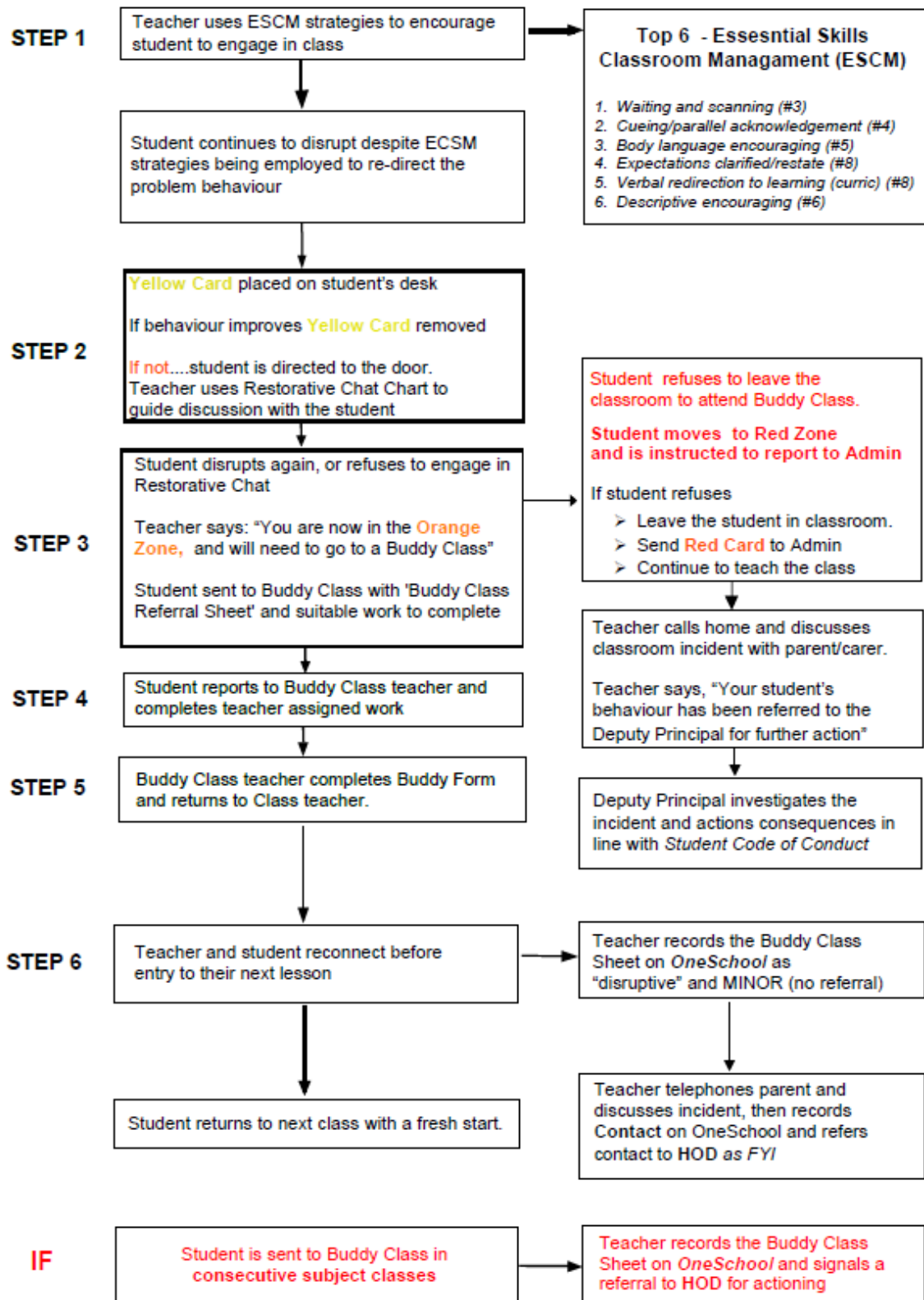


**Zones of Behaviour** - This explicit model consistently guides both students and staff through the reinforcement and management of expected behaviours. When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind and re-teach the expected school expectation. Staff then support the student to change their behaviour so that it aligns with Holland Park State High School expectations.

## Behaviour Process for Students

| Zone   | Behaviour   | Outcome  | Teacher Actions / Referral Process   |
|--|---|--|--|
| <b>Culture and Conditions for Learning – through Essential Skills for Classroom Management</b> |   |  |  |
| <b>GREEN</b><br>Engaged in Learning  | <ul style="list-style-type: none"> <li>I'm engaged in the learning, displaying:                             <ul style="list-style-type: none"> <li>Learning</li> <li>Respect</li> <li>Kindness</li> <li>Resilience</li> </ul> </li> <li>Following the "Every Lesson, Every Day" Checklist</li> </ul>  | <ul style="list-style-type: none"> <li>My teacher will:                             <ul style="list-style-type: none"> <li>Acknowledge and encourage my behaviour (descriptive encouraging)</li> <li>Award HP Cup points</li> <li>Send HPSHS Postcard home or phone home</li> <li>Nominate students for year level and school awards</li> </ul> </li> </ul>  | <p><b>Student on Task:</b></p> <ul style="list-style-type: none"> <li>Establishing expectations</li> <li>Body language encouraging</li> <li>Descriptive encouraging</li> <li>Language of acknowledgement</li> </ul> <p><b>Referral Process:</b></p> <ul style="list-style-type: none"> <li>Positive process – HP Cup Points, Postcards, Verbal acknowledgement, One School Positive Behaviour Record</li> </ul>  |
| <b>YELLOW</b><br>Stop, Think and Re-engage   | <ul style="list-style-type: none"> <li>I've chosen not to engage in learning and I'm at risk of escalating my behaviours that prevent learning for myself and/or others</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>I'm demonstrating inappropriate behaviour within the school grounds.</li> </ul>  | <ul style="list-style-type: none"> <li>The teacher will warn me that I'm in the yellow zone</li> <li>The teacher will redirect my behaviour to the learning (using ESCM)</li> <li>I'll be given a <b>Timeout card</b> and I will reflect on my behaviour using the <b>Restorative Chat</b> with my teacher</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>The teacher will discuss HPSHS <i>out of class</i> behaviour expectations with me.</p> | <p><b>Student off task/not engaged:</b></p> <p><b>Strategies to Manage Behaviour: Least to Most intrusive</b></p> <ul style="list-style-type: none"> <li>Reinforcing expectations</li> <li>Giving instructions</li> <li>Proximity</li> <li>Pause in talk</li> <li>Curriculum refocus</li> <li>Verbal redirection to the learning</li> <li>Expectations clarified (curriculum)</li> <li>Waiting and scanning (giving take up time)</li> <li>Cueing with parallel acknowledgement</li> <li>Selective attending</li> <li>Individual close talk</li> <li>Indicate a post lesson discussion</li> <li>Call students name</li> <li>Redirecting to the Learning</li> <li>Giving a choice</li> </ul> <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> <li><b>Time Out and Restorative Chat (Student engages in the process)</b></li> </ul>   |
| <b>ORANGE</b><br>Choosing not to Engage  | <ul style="list-style-type: none"> <li>Despite intervention I've chosen not to engage in learning.</li> </ul>   | <ul style="list-style-type: none"> <li>My teacher will inform me I am now in the orange zone.</li> <li>My teacher will address my behaviour in line with the Student Code of Conduct by:                             <ul style="list-style-type: none"> <li>Issuing a detention and/or</li> <li>Directing me to a buddy class with work</li> <li>Calling my parent/guardian</li> <li>Notification to the HOD</li> </ul> </li> </ul>                          | <p><b>Student not engaged/escalating post Time Out:</b></p> <ul style="list-style-type: none"> <li>Following through</li> <li>Detention Issued <b>OR</b> Direction to Buddy Class</li> </ul> <p><b>Referral Process:</b></p> <p><b>Option #1 Detention by teacher:</b></p> <ul style="list-style-type: none"> <li>Time and location of detention verbally stated</li> <li>Teacher supervises detention</li> <li>Non-completed/missed work completed on detention under teacher supervision</li> <li>Oneschool (minor) behaviour incident with parent contact for repeated detention</li> <li>Detention completed – next lesson student returns to Green Zone</li> <li>Detention not completed – Oneschool referral to curriculum HOD – HOD may issue Lunch Detention. Next lesson student returns to Green Zone for classroom teacher.</li> </ul> <p><b>Option #2 Buddy Class Referral:</b></p> <ul style="list-style-type: none"> <li>Buddy Class Referral form completed</li> <li>Oneschool entry completed, parents contacted, contact entry is referred to HOD for awareness/support</li> <li>Student sent with curriculum work to complete and their school bag</li> <li>Student attends buddy class – teacher reconnects next lesson by reinforcing expectations with a positive focus</li> <li>Failure to attend Buddy Class will trigger a RED zone consequence</li> </ul> |
| <b>ORANGE</b><br>Choosing to Escalate  | <ul style="list-style-type: none"> <li>I've chosen to escalate my behaviour so that I'm disrupting another student's right to learn.</li> </ul>   | <ul style="list-style-type: none"> <li>My behaviour will be referred to the subject HOD (for classroom issues) who will address my behaviour by:                             <ul style="list-style-type: none"> <li>Phone call home</li> <li>Lunch Detention and/or</li> <li>Afterschool Detention</li> <li>Referral for escalation to DP</li> </ul> </li> </ul>   | <p><b>2 Consecutive Buddy Referrals in same subject:</b></p> <ul style="list-style-type: none"> <li>Referral to HOD via Oneschool, parent contacted by teacher + HOD scans wider behaviour of student, Oneschool entry, HOD contacts parent if wider issues exist or buddy referrals continue. HOD closes feedback loop to teacher.</li> </ul>   |
| <b>OR</b>  | <ul style="list-style-type: none"> <li>I have chosen not to improve my behaviour after two consecutive Buddy Class referrals.</li> </ul>  | <ul style="list-style-type: none"> <li>Referral to HOD</li> <li>Other consequences outlined in the HPSHS Student Code of Conduct.</li> </ul>   |  |
| <b>RED</b><br>Major Incident   | <ul style="list-style-type: none"> <li>I've chosen to refuse to go to buddy class as directed</li> <li>I've chosen to disrupt another student's right to learn in buddy class</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>I've chosen to engage in behaviours that are considered major breaches of HPSHS's Student Code of Conduct e.g.                             <ul style="list-style-type: none"> <li>physical misconduct</li> <li>deliberate verbal misbehaviour directed at teacher</li> <li>issues involving safety.</li> </ul> </li> </ul> |  | <p><b>Referral Process:</b></p> <p>Teacher refers to HOD. HOD refers to DP via Oneschool (major) behaviour entry, teacher contacts home to disclose behaviour.</p> <p>Deputy Principal actions consequences in line with <b>Student Code of Conduct</b>.</p> <p><b>DP actions Oneschool referral. DP closes feedback loop to teacher and HOD.</b></p>  |

# BUDDY CLASS PROCESS



|   |
|---|
| <b>Time to.....</b>   |
| <b>Stop, think and Re-engage</b>  |
| Did you know you are in the <b>YELLOW ZONE</b> ?<br>It's time to <b>STOP, THINK</b> and <b>RE-ENGAGE</b> .  |
| <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What rule did you break?</li> <li>3. What needs to be done to fix things?</li> <li>4. What might you do differently next time?</li> <li>5. What should happen if the same behaviour occurs again?</li> </ol> |

Provided to the student before escalating to the orange zone

### **School Wide Positive Recognition Initiatives**

At Holland Park State High School, communication of our key behavioural expectations is supported through reinforcement, which provides students with feedback and recognition for engaging in expected school behaviour. A formal recognition system which includes reinforcement initiatives has been implemented. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and recognition. These include:

- Verbal and nonverbal acknowledgment
- House Cup points system
- Communication with parent/carer
- Positive postcards home
- Reward Days
- Attendance Awards
- Semester Academic Awards
- Leadership Roles

A supportive school community where students learn in an environment that is physically, socially and psychologically safe has always been a priority at Holland Park State High School. Within this community we recognise

the complex relationships that exist among:

- students
- parents and care givers
- staff
- volunteers
- school community

Processes and procedures for upholding Holland Park State High Schools Student Code of Conduct are defined in terms of the interlocking roles and relationships among:

Support Personnel including Teacher Aides, other non-teaching staff - Chaplain, Nurse, Youth Support Coordinator, Administration Staff, School Nurse and external agency staff

- Teachers
- Deans of students
- Psychologist
- Heads of Departments/Head of Special Education Services
- Guidance Officers
- Deputy Principals
- Principal

## Focused Teaching 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

Some students in this targeted group are case managed. They attend their normal scheduled classes and activities with appropriate adjustments as required. However, they have increased daily opportunities to receive positive contact with adults, additional support from them and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Identified students involved in the case management approach could be engaged in the following example. Students attend their normal scheduled classes and activities with appropriate adjustments as required. However, they have increased daily opportunities to receive positive contact with adults, additional support from them and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or appropriate focussed social skills programs. Where focused or individual support occurs, this support is in alignment with our blended behaviour framework and student services support matrix.

## Intensive Teaching 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.

## Legislative Delegations

### Legislation

In this section of the Holland Park State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

### Delegations

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

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

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

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



## Disciplinary Consequences

The disciplinary consequences model used at 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.

Holland Park State High School makes systematic efforts to encourage appropriate and acceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Staff use OneSchool to record and/or refer problem behaviour.

### **Minor or Majors Explained**

When responding to behaviour incidents, the staff member determines if the problem behaviour is

minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the Head of Department, or the school Administration team or a member of the Student Support team

## Behaviour Categories and Definitions

|                                   |  |
|-----------------------------------|--|
| Abusive language                  | Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.   |
| Academic misconduct               | Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.  |
| Bomb Threat/False Alarm           | Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.   |
| Bullying                          | Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.  |
| Defiance                          | Student refuses to follow directions given by school staff.  |
| Disruption                        | Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.   |
| Dress code                        | Student wears clothing that is not within the dress code guidelines defined by the school.   |
| Falsifying documents              | Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.  |
| Fighting                          | Student is involved in mutual participation in an incident involving physical violence.  |
| Harassment                        | Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.   |
| Other - charge-related suspension | Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff. |

|   |   |
|---|---|
| Physical aggression   | Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna. |
| Property damage   | Student participates in an activity that results in destruction, damage or disfigurement of property.   |
| Property misuse causing risk to others                            | Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury  |
| Substance misconduct involving illegal substances                 | Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.  |
| Substance misconduct involving tobacco and other legal substances | Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.  |
| Technology violation  | Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.   |
| Theft   | Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.   |
| Use/possession of combustibles                                    | Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).   |
| Use/possession of weapons   | Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.  |

**Minor** problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause one to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff, Head of Department, or Administration

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete
- removal from an activity or event for a specified period of time, partial removal (time away),
- individual meeting with the student, apology, restitution or detention for work completion
- a re-direction process where a staff member takes the student aside and:
  - names the behaviour that the student is displaying
  - asks student to name expected school behaviour
  - states and explains expected school behaviour if necessary
  - gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm

**Major** behaviours result in an immediate referral to Head of Department, Head of Year or school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Head of Year or Head of Department or Administration or otherwise makes arrangement for the student to be referred to the school's Administration. A report of the student's behaviour is recorded on OneSchool. A written student statement should be recorded and interview with Head of Year/Head of Department and/or Administration. Possible consequences depend on any or all of the following:

- the specific behaviour
- severity
- repetition
- behaviour record
- personal circumstances, and
- needs and rights of others.

Consequences could include: time out, detention, loss of privilege/position, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Student Support Team, Parent contact, referral to Guidance Officer, referral to appropriate school support services team member, referral for specialist behaviour services, suspension from school, behaviour improvement conditions. Other strategies could include: counselling, compulsory program attendance, grounds duty, set tasks, confiscation of material, removal from an area, withdrawal from class/grounds/activity, reimbursement of expenses, and if illegal, a police report.

## 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
- Whole class practising of routines
- Proximity control
- Tactical ignoring of inappropriate behaviour
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order
- 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.

The structure of the re-meeting should follow an agenda. This meeting should be focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing (including school work)
- Discuss any recent changes to school routine or staffing
- Reflect on behaviours that led to suspension and goal set to ensure that the behaviour is not repeated
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up/check in
- Thank student and parent/s for attending

## 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).



- E-cigarettes, pod vapes, vape pens, box mods and vaporizers

\* 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

- - is prohibited according to the Holland Park State High School Code of Conduct
  - is illegal
  - 
  - 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 e.g. 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 e.g. 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.

### **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 State High School. 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 in class is not permitted unless express consent is provided by the teacher. A student at school who uses a personal technology device to record (audio or video) private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters 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, bullying 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. Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

School students must not bring valuable personal technological devices like mobile phones (unless appropriate procedures are followed), cellular smart watches, cameras, tablet devices and digital video cameras to school as there is a risk of damage or theft. Such devices, especially mobile phones and cellular smart watches will be confiscated by school staff and may be collected at the end of the day from the appropriate designated school place unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. A breach of this prohibition may ordinarily result in disciplinary consequences unless there are mitigating, unusual or exceptional standards. Devices, including mobile phones, potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

### **Recording 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 this 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.

## Security

Holland Park State High School cannot take responsibility for the loss, damage or theft of any electronic devices that are brought onto the school grounds. The school would prefer that these devices were left at home, however, if students choose to bring them they must accept all risk associated with that decision.

## Preventing and responding to bullying

### Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied.

Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Holland Park High School are part of our school wide positive behaviour for learning framework. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### Prevention

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 school high expectations and Positive Behaviour for Learning (PBL) Framework practices will be maintained at all times.

This will ensure that:

- Our high expectation behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students are explicitly taught the three school expectations of Respect, Responsibility and Readiness which have been aligned to the expected behaviours in all areas of the school
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

There is no place for bullying at Holland Park State High School. Research indicates being bullied or bullying others has a negative effect on a person's behaviour, emotional state and academic performance. These bullying behaviours are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Holland Park State High School 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, excluding people from groups, and spreading hurtful and untruthful rumours.

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 fight 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 are 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.



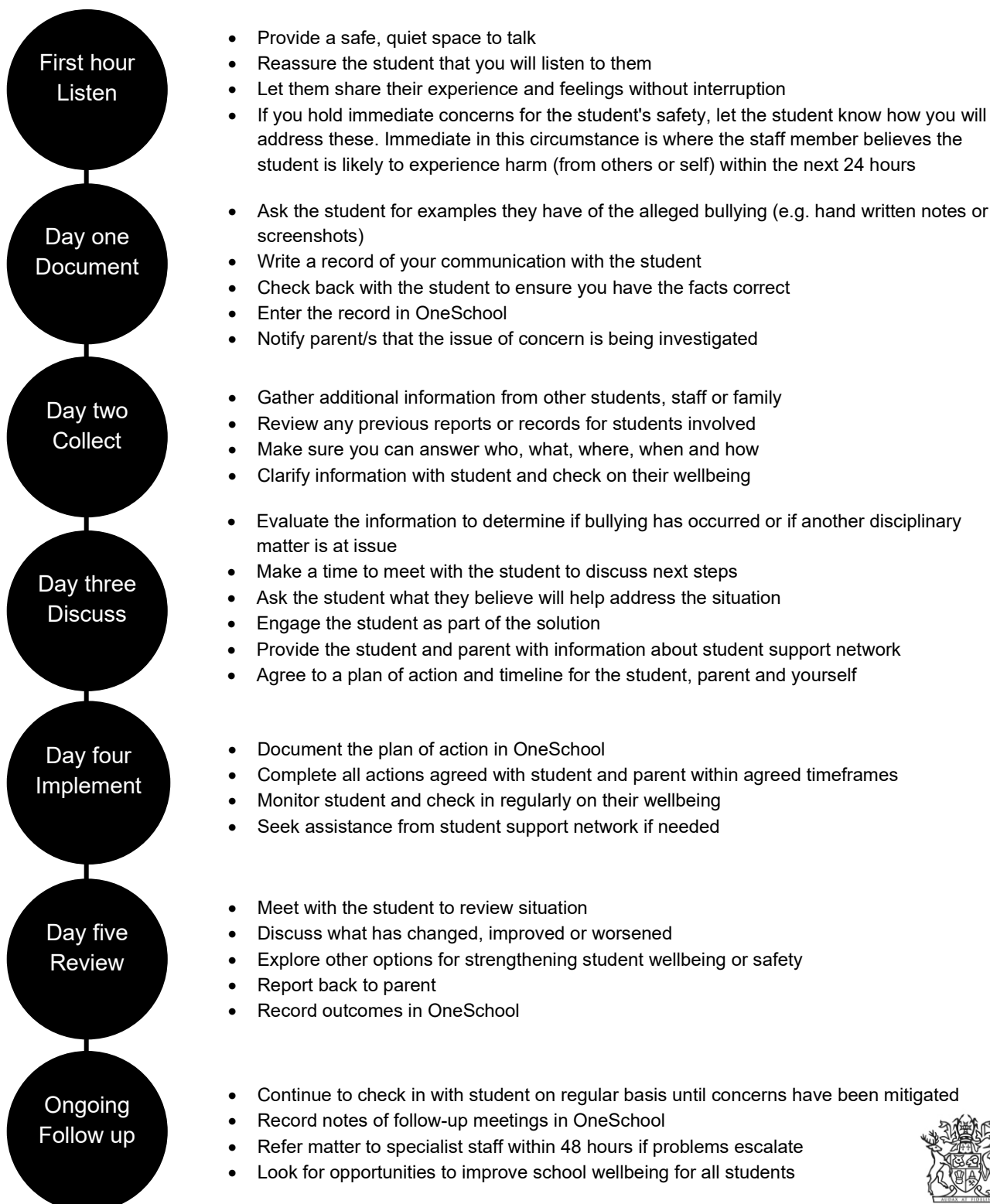
## Bullying response flowchart for teachers

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

### Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Care teacher or Dean of students

Classroom Teacher–Heads of Department, support staff, Deputy Principal, Principal



## 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.

# How to manage online incidents that impact your school

## Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

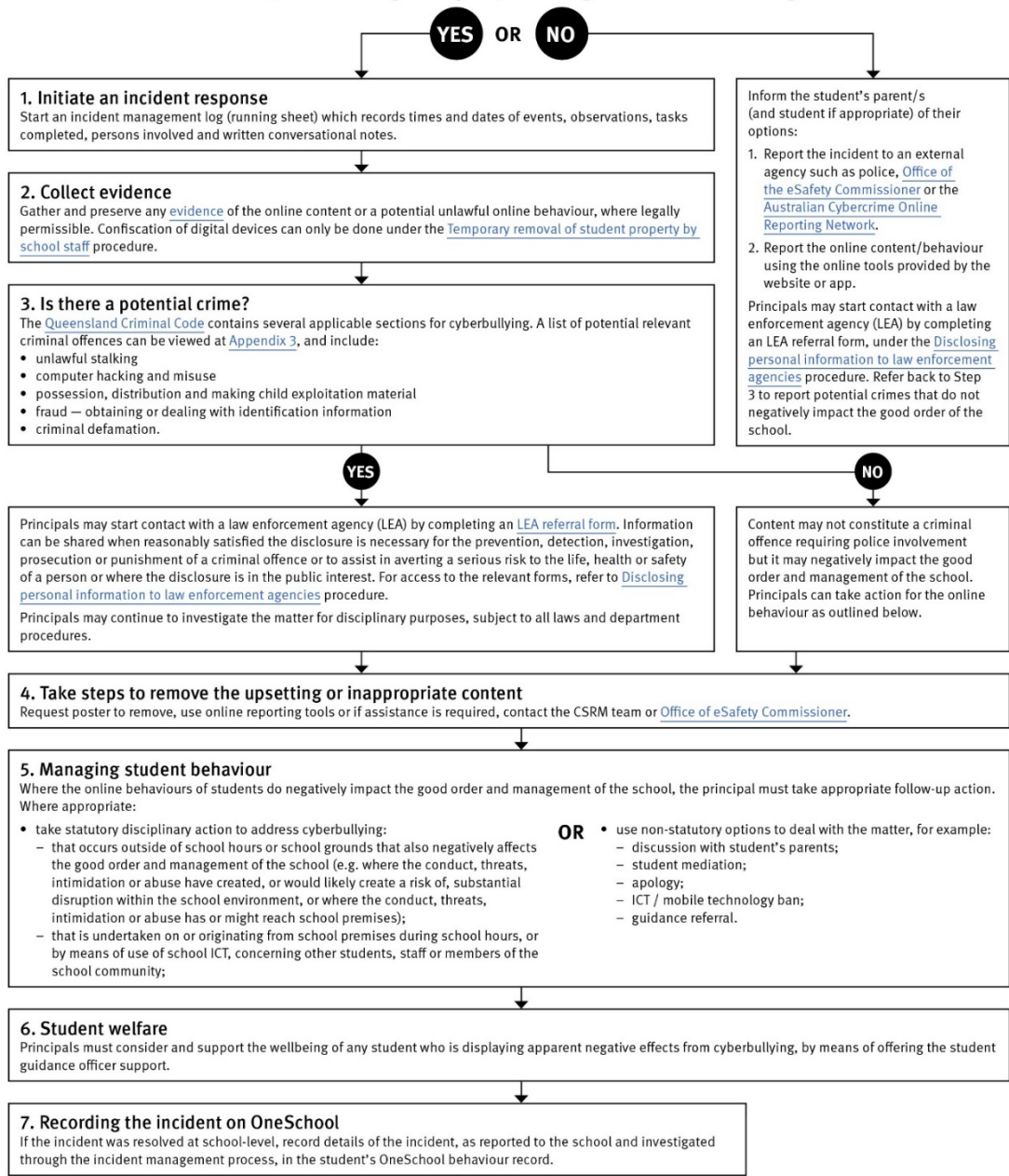
## Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

## Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

Does the online behaviour/incident **negatively impact the good order and management** of 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.

## Hands off Policy

Holland Park State High School is a 'hands-off' school. No student is to touch another student in a manner determined as inappropriate by staff. This document is a statement of what that means.

**Detail:**

Students must not touch other students at any time, including (but not limited to):

- contact of a sexual nature
- any form of physical violence toward another student
- shows of affection (e.g. holding hands, tickling, hugging, arms around shoulders)
- play or mock fighting (e.g. wrestling, punching, grabbing, pushing)
- contact that is meant to tease or bully
- physical proximity meant to intimidate.

Note: It is understood that physical contact with another student may be incidental and unintended, or indeed be a part of a curriculum activity (e.g. Sport). It is also understood that physical contact with another student may be warranted e.g. in the prevention of violence or injury.

Students who are observed inappropriately touching another student will be instructed to stop, and if necessary, referred to the Deputy Principal for action in accordance with our Student Code of Conduct. Likewise, school staff are expected to follow the guidelines of the Department's Code of Conduct and Student Protection policies regarding physical contact with students. Copies of these policies are available from administration.

## 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.

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

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

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

## Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student's wellbeing, behaviour and learning. This may include reference to:

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

## Resources

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

## Conclusion

Holland Park High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting your child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint may take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

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

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

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

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

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

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

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

**3. External review:** contact a review authority

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

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).