



HOLLAND PARK STATE SCHOOL

STUDENT LEADERSHIP PARTICIPATION AND CONDUCT POLICY

Purpose

At Holland Park State School, student leadership positions are held in high regard and provide students with opportunities to model the school's values through service, responsibility and positive influence within the school community.

This policy outlines the expectations, responsibilities and behavioural standards associated with student leadership positions and provides a clear, fair and restorative framework for responding when behaviour does not align with the expectations of the role or the Student Code of Conduct.

Scope

This policy applies to all formal student leadership positions at Holland Park State School, including:

- School Captains
- School Vice Captains
- House Captains
- House Vice Captains
- Student Councillors
- Cultural Leaders
- Digital Futures Leaders
- Music Captains
- Chess Captains
- Eco-Warrior Leaders

Guiding Principles

Student leadership responses and decisions will:

- maintain high expectations for student leaders;
- prioritise restoration, reflection and learning;
- recognise that leadership positions involve responsibility and public trust;
- ensure procedural fairness, consistency and clear communication;
- support students to learn from mistakes and rebuild trust where appropriate; and
- uphold the integrity and expectations of student leadership positions within the school community.

Leadership decisions will be made on a case-by-case basis and will consider student age, context, seriousness of behaviour, demonstrated reflection and readiness to resume leadership responsibilities.

Expectations of Student Leaders

Students holding leadership positions are expected to consistently:

- model the school's expectations and Superpowers;
- demonstrate responsible behaviour, self-management and respectful communication;
- positively represent the school community;
- contribute actively and responsibly to leadership responsibilities; and
- uphold the standards outlined in the Student Code of Conduct.

Student leadership positions are positions of responsibility and trust. Students are expected to consistently model behaviours aligned with the expectations of the role and the broader school community.

Responsibilities of Student Leaders

Depending on the position held, responsibilities of student leaders may include:

- public speaking in formal and informal settings;
- assisting with and contributing to school assemblies and events;
- representing the school community with pride and responsibility at school and community events;
- attending weekly Student Council meetings during a lunch hour;
- contributing actively to Student Council discussions, idea generation, fundraising and school events;
- working collaboratively with peers and staff;
- supporting positive school culture and student voice; and
- acting as positive role models within the school community.

Failure to meet behavioural expectations may result in a temporary pause of leadership participation or removal from the leadership role.

Leadership Participation Responses Following Behaviour Incidents

Where a student leader demonstrates behaviour significantly inconsistent with leadership expectations or the Student Code of Conduct, school leadership may implement restorative and supportive responses.

These responses are not automatic and will be determined on a case-by-case basis.

1. Reflection and Monitoring

As an initial restorative response, students may continue in their leadership role while participating in:

- restorative conversations and reflection;
- explicit behaviour goals;
- mentoring or regular staff check-ins; and/or
- monitored participation in leadership responsibilities.

This stage is intended to support student growth, accountability and successful continuation in the leadership role.

2. Temporary Pause of Leadership Participation (Badge and Responsibilities)

Where behaviour significantly impacts the expectations of student leadership, a temporary pause of leadership participation may be implemented as a restorative response.

A temporary pause includes:

- removal of the student leadership badge or symbol; and
- temporary suspension from leadership responsibilities and activities.

This includes, but is not limited to:

- attendance at Student Council meetings;
- public speaking or leadership presentations;
- assisting with assemblies or school events;
- representing the school at community or public events; and
- participation in leadership planning, fundraising or related activities.

Where possible:

- the student and family will be informed prior to implementation, or during re-entry planning following a suspension;
- the purpose, duration and expectations for reinstatement will be clearly communicated;
- the student will be supported to reflect on actions and rebuild readiness for leadership responsibilities; and
- key information relevant to the role may be shared where appropriate to support successful re-engagement following reinstatement.

The intent of a temporary pause is restorative and educational. It provides an opportunity for reflection, rebuilding trust and demonstrating readiness to resume leadership responsibilities.

3. Reinstatement of Leadership Participation

Students will be supported to return to leadership participation once they demonstrate readiness through:

- reflection and accountability;
- demonstrated responsible behaviour;
- positive engagement with staff support; and
- evidence of meeting agreed behavioural expectations.

Reinstatement may include recognition of positive growth and opportunities for successful re-engagement in leadership responsibilities.

4. Removal of Leadership Position Following Repeated Behaviour Concerns

Student leadership positions require students to consistently demonstrate behaviours aligned with the expectations of the school community and the Student Code of Conduct.

Where a student has previously participated in a restorative process involving a temporary pause of leadership participation, and behaviour inconsistent with leadership expectations or the Student Code of Conduct is repeated, school leadership may determine that the student is unable to continue in the leadership role.

In these circumstances:

- the student leadership badge and position may be withdrawn for the remainder of the appointment period;
- the student and family will be informed of the decision and rationale;
- prior supports, restorative opportunities and demonstrated efforts toward improvement will be considered; and
- the position may be offered to another student who demonstrates the behaviours, responsibility and attributes expected of a student leader.

This process recognises that leadership is both an honour and a responsibility requiring students to consistently model the behaviours expected within the school community.

Communication with Families

Where leadership participation adjustments are implemented, the school will communicate with students and families regarding:

- the reason for the adjustment;
- the specific leadership responsibilities impacted;
- the intended duration or review timeframe;
- expectations for reinstatement; and
- supports available to assist the student.

Where practicable, communication will occur prior to implementation or during re-entry planning processes.

Review

The Principal or delegate may review leadership participation decisions to ensure fairness, consistency and alignment with the school's restorative approach and Student Code of Conduct.

This policy will be reviewed periodically to ensure ongoing alignment with departmental expectations and school priorities.