



Holland Park State School

Student Code of Conduct 2022-2024

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

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at <https://ppr.qed.qld.gov.au/pp/student-discipline-procedure> to ensure you have the most current version of this document.

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Endorsement

Principal Name: Simon Boyce

Principal Signature:

Date: 20-07-2022

P/C President Name: Louise Hope

P/C President Signature:

Date: 27-07-2019

Purpose

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

The Holland Park State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. Its purpose is to facilitate high standards of behaviour from 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.

The development of the Holland Park State School Student Code of Conduct provides a consistent approach to teaching behaviour. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Our whole school approach is used to:

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

Principal's Foreword

Holland Park State School is united under its motto, *Striving to Excel* and enjoys strong community support since opening in 1929. Our students demonstrate high academic, cultural and sporting outcomes in a wide range of curricular and extra-curricular learning opportunities.

Teachers are valued professionals whose implementation of the Australian Curriculum is guided by professional research, ongoing analysis of data, and feedback. Teaching is differentiated to match student individual need and parents are partners in the educational process and whose input is actively sought.

Our school community values:

- Learning – every student can succeed and each staff member can contribute collegially to the school's evidence based pedagogical practices.
- Acceptance, respect and inclusion – all students are entitled to an education that meets their needs, and prepares them for active participation in the creation of a socially just, equitable and democratic globally connected society.
- Excellence – where excellence is defined as doing the best we can do and being the best, we can be.
- Leadership - that is distributed and affords all who share the school community the capacity to lead towards goals consistent with the school's vision.
- Consistency of practice - built on contemporary evidence drawn from world best practice.
- Creative and critical thinking – taught explicitly and applied to enquiry and empirical learning.

The following guiding processes supported the development of our Student Code of Conduct:

1. Building capacity, capability and consistency is central to the school's purpose.
2. A shared philosophy of inclusion is articulated and enacted.
3. Leadership capacity and capability, including that of students, is actively pursued.
4. Community is built by valuing all members and by celebrating success.
5. Philosophy is taught to develop intrapersonal thinking and self-reflection skills.
6. Students, staff and parents are supported by clearly articulated services and practices within the community.

Review Statement

The Holland Park State School Code of Conduct will undergo annual minor updates to reflect changing circumstances. Consultation on changes will be conducted with the community and school staff. A full review is conducted every four years in line with scheduled review process for the School Planning, Reviewing and Reporting Cycle.

Learning and Behaviour Statement

All areas of Holland Park State School are learning and teaching environments. The Student Code of Conduct supports social learning as well as a means of maximising the success of student learning programs. These sentiments are embodied in the school motto 'Striving to Excel'.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our Student Code of Conduct, shared expectations for student behaviour are plain to everyone, assisting Holland Park State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Holland Park State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. A set of behavioural expectations in specific settings has been attached to each of our three school rules. The school-wide 'Expectations Teaching Matrix' (Appendix 1) outlines our agreed rules and specific behavioural expectations in all school settings.

Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The Departmental 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.

At Holland Park State School, we are committed to developing the well-being and emotional intelligence of our students. To this end we have implemented Switch4Schools resource, digital tools designed to strengthen emotional intelligence. Students will be encouraged to "check in" at the start of the day to learn to identify and label their feelings, and will be supported to participate in small activities that are designed to help the students learn to more effectively manage their emotions in the classroom. These small strategies are expected to create a classroom environment more conducive to learning for all.

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 School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; Body systems, friendships, cyber safety through programs such as Life Education and the Respectful Relationships program.

Policy and expectations

Health Plans

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. Holland Park State 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 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, Holland Park State 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.

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

Mental health

Holland Park State 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 School staff who notice suicide warning signs in a student should immediately notify the school principal. Further involvement from school guidance officer, senior guidance officer or other appropriate staff may also be required.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Holland Park State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- the principal is immediately notified
- 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

Student Support Network

Holland Park State School is proud to have a Learning, Engagement and Pedagogy (LEAP) team in place to support the social, emotional and physical wellbeing of all students. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to ensure our school is an inclusive, nurturing and supportive environment.

The network for support at Holland Park State School includes the involvement of a team of, but is not limited to:

- School Administration including the Principal and Deputy Principals
- Classroom teachers and support staff
- Head of Department- Curriculum (HOD-C)
- Guidance Officer (GO)
- Head of Student Services (HOSS)
- Learning, Engagement and Pedagogy (LEAP) teachers
- Speech Language Pathologist (SLP)
- Wellbeing Worker
- School Psychologist

The LEAP team consists of members from the above list and meets fortnightly. Teachers can refer a student to the committee that may require more targeted or intensive support (see Appendix 4). Further, students can approach any school staff member at Holland Park State School to seek assistance or advice, and they will ensure the student is connected to the appropriate member of the LEAP team.

The learning intervention and support programs at our school are not simply 'one size fits all.' Holland Park State School plan and deliver tailored, supportive curriculum-based programs, social/emotional skills programs and fine and gross motor programs, for students requiring extra assistance. Our aim is to differentiate support so that all students are able to engage in all school-based tasks and activities.

Building positive and supportive relationships with our students, parents, fellow teachers and school administrators is imperative in creating a safe and healthy learning environment. In such an environment our students are empowered to feel more confident within themselves, more independent and more willing to explore their learning. Confidence leads to success and at Holland Park State School our aim is for all students to be happy and succeed.

Role	What they do
Deputy Principal & Heads of Department Curriculum (HOD-C)	<ul style="list-style-type: none"> • Support the school-based implementation of policies that promote and enhance all students' learning and wellbeing. • Be a contact for staff to discuss students' social and emotional issues and mental health difficulties • Support staff in building their capability in managing the behaviour and wellbeing of all students in the school community • Assist the Principal in the management of issues related to student learning, behaviour and wellbeing
Head of Student Services (HOSS)	<ul style="list-style-type: none"> • Lead the LEAP Team to meaningfully collaborate with school staff to effectively support students with additional needs • Oversee case management and identification of verified students • Collation and submission of required documentation

	<ul style="list-style-type: none"> liaise with Education QLD Support Services – Physiotherapist, Occupational Therapists, Speech Language Pathologists
Guidance Officer	<ul style="list-style-type: none"> Conduct student assessments to help determine the nature of student learning, behavioural and wellbeing difficulties Provide a counselling and referral service Assist schools in the implementation of student protection, gifted and talented education, behaviour support policies and risk management processes. Work as part of a multidisciplinary team to provide a comprehensive support, case management and referral service
LEAP teachers	<ul style="list-style-type: none"> Plan and implement tailored supportive curriculum-based programs for students requiring extra assistance (in collaboration with teachers) Improve students' literacy levels through specifically identified and targeted areas of difficulty (in small group or one-on-one instruction). Further assessment is used in this process Implement explicit teaching, guided instruction, collaborative learning and independent learning to improve student results in each intervention lesson (GRR phases) Chair LEAP meeting
Wellbeing Worker	<ul style="list-style-type: none"> Provide targeted group programs and individual check-ins and support for students identified via the Inclusive Education Committee process.
Speech Language Pathologist (SLP)	<ul style="list-style-type: none"> Assess and diagnose a range of communication disorders that affect academic and social success including language, speech, fluency, voice, complex communication needs, literacy, and swallowing. Advocate for access, participation and achievement for students with speech, language, reading, writing, social communication, complex communication needs and swallowing difficulties. Collaborate with leadership teams to build capability of the school community in a range of areas relating to speech, language and communication needs and the curriculum.
School Psychologist	<ul style="list-style-type: none"> Provide targeted psychological intervention services Work as part of a multidisciplinary team to provide comprehensive support, case management and referral service

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement and support students at HPSS. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre

Whole School Approach to Discipline

At Holland Park State School, we believe discipline is about more than punishment. This reflects our belief that teaching positive behaviour is part of the overall teaching and learning approach in our school. Our staff take responsibility for making expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to for learning.

The following base level expectations or rules have been agreed upon and endorsed by all staff and our school community.

BE SAFE RESPECTFUL RESPONSIBLE LEARNERS

While there remain times when some students need to reflect on these base level expectations (or rules), our expectation of what each student is capable of is significantly higher. The major teaching focus is developing all student's ability to demonstrate what we call our HPSS 5C's.

The HPSS 5C's– Consideration, Commitment, Courage, Co-operation, Courtesy

Below are examples of what the 5C's look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Holland Park State School.

Consideration

- Listen to fellow students' questions in class
- Put rubbish in the bins provided
- Exercise self-control
- Keep mobile phones and SIM capable devices at home, at the office or turned off in bags

Commitment

- Be prepared for class
- Complete class tasks on time
- Follow teacher directions
- Ask for help when you need

Courage

- Do your own work
- Learn from your mistakes
- Remain on task and have a go
- Be honest

Co-operation

- Look for opportunities to help others
- Take different roles for group work activities

- Respect others space, belongings and privacy
- Encourage fellow students to do their best

Courtesy

- Say “please” and “thank you”
- Stick up for someone who needs it
- Make a new friend
- Give someone a compliment

Parents and staff

Our staff are committed to delivering a high quality of education for every student, and as a community we believe all adults in the school, whether visiting or working, should provide a positive example for students by demonstrating the 5C’s.

The table below explains how these expectations apply to parents and visitors to our school and the standards we commit to as staff.

Consideration

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You 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 are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Commitment

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You 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 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.

Courage

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child’s progress.

You 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 as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Co-operation

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Courtesy

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

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

Consideration of Individual Circumstances

Staff at Holland Park State 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, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or

understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and considering information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision-making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately in line with the school policy outlined in *Preventing and Responding to Bullying*. 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 principal to discuss the matter.

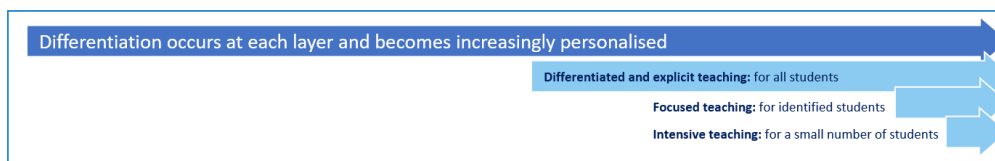
Differentiated and Explicit Teaching

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

Teachers at Holland Park State 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 differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



Every classroom in our school uses the Expectations Matrix as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The matrix is 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. **See Appendix 1 for the school Expectations Matrix.**

Systems of formal recognition and monitoring have been developed to acknowledge positive behaviours throughout Holland Park State School. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to use the Responsible Thinking Process questions. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. The questions are displayed in every classroom throughout the school and all teachers are trained on how to use them in the classroom and playground. **See Appendix 2 for the Reset- Reflect- Restore-Return process**

Focused Teaching

Each year a small number of students at Holland Park State School are identified through our data as needing targeted behavioural support. Such cases are managed through the Leadership Team in consultation with classroom teachers.

In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

These students attend their normal scheduled classes and activities with appropriate adjustments if required. They have increased daily opportunities to receive positive contact with adults, additional support from learning support staff and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

All staff members are provided with continuous professional development consisting of the referral and response process and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour indicates a need for specialised intervention are provided with intensive behaviour support.

Intensive Teaching

Holland Park State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The Leadership Team works with other staff members to develop appropriate behaviour expectations and strategies. It:

- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the school administration to achieve continuity and consistency.

There is a clearly defined referral process in place. Following referral, a team member works with relevant staff members and parents/carers to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist behaviour services staff member.

Disciplinary Consequences

The disciplinary consequences model used at Holland Park State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

Holland Park State School makes systematic efforts to prevent inappropriate or unacceptable 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 and consider students individual circumstances.

Holland Park State School staff members who are authorised to issue consequences for behaviour incidents are provided with appropriate professional development and training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Differentiated

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Differentiated consequences are managed by the class teacher and are in-class or in-school disciplinary responses to low-level or minor problem behaviour.

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you 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 or the school leadership team.

Teacher responses may include:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- 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 (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Time to RESET behaviour choices in their own class
- Time to RESET behaviour choices in a neighbouring class
- Referral of students who demonstrate repeated or more serious playground behaviour to the Responsible Thinking Room at the next break

Focused

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 differentiated teaching, in-class corrective feedback, sanctions and rule reminders continue to display problem behaviour.

At Holland Park State School, a decision may be made by the class teacher to refer the student to the school Leadership Team immediately for determination of a disciplinary consequence for behaviours considered to be of a more serious or ongoing nature (see following table for examples of minor and major behaviours).

Major behaviours result in an immediate referral to the school Leadership Team because of their seriousness. When major unacceptable behaviour occurs, the student is *immediately* referred to a Leadership Team member through an Incident Report (**see Appendix**).

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school leadership team

A focussed approach to managing behaviour is suitable for major behaviours and may result in the following consequences

Major Behaviour may result in serious discussion with Leadership Team, incident referral with time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution or warning regarding future consequence for repeated or persistent inappropriate behaviour. A report of the student's behaviour is recorded on OneSchool and parent is informed via email.

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Inclusive Education Committee for team-based problem solving, monitoring and support
- Stakeholder meeting with parents and external agencies

Intensive

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 the principal 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 problem behaviour.

The School Leadership Team work in consultation with classroom teachers and parents 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 (e.g. mobile phone)
- 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)

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 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. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Holland Park State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated. Re-entry meetings are short, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly 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
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

The following table outlines examples of minor and major behaviour incidents* |

	AREA	MINOR	MAJOR
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	<ul style="list-style-type: none"> Repeatedly ignoring teacher's directions
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing, tripping and shoving) 	<ul style="list-style-type: none"> Serious physical aggression / touching Fighting
	Dress Code	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside Not tucking in shirt 	<ul style="list-style-type: none"> Repeated refusal to comply with school dress code
	Other		<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible		<ul style="list-style-type: none"> 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time. Running through gardens 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Disrespect Defiance	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour Not completing set tasks that are at an appropriate level 	<ul style="list-style-type: none"> Repeatedly ignoring teacher's directions Repeated non compliance Repeated unco-operative behaviour
	Dishonesty	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty that impacts on others
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment Lack of care for property 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying 	<ul style="list-style-type: none"> Major bullying Major disruption to class Blatant disrespect Major defiance Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Table 1: Minor and major examples

School Policies

Holland Park State 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 School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Holland Park State 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);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Holland Park State 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 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 School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Holland Park State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones, other mobile devices and ICT by students

Digital literacy is an important set of skills that students need to live in a society where digital technologies are an increasingly integral part of communication, access to information and learning. Unfortunately, the benefits that technology brings can easily be overshadowed by the deliberate misuse which harms others and/or disrupts learning.

For this reason, we as a community have determined that the explicit teaching of the responsible use of mobile phones and other devices is a key component of digital literacy. The knowledge and confidence to navigate and use these technologies safely is a responsibility shared between parents, school staff and students.

In the following section, the term *mobile device* refers to any electronic device that can be easily moved from one location to another and that is able to connect to the internet. This includes mobile phones, laptops, iPads and tablets, smartphones, smartwatches and other portable devices.

Responsibilities

The responsibilities for students using mobile phones or other mobile devices at school or during school activities, are outlined below.

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

- use an *approved mobile device* 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 purposes as supervised and approved by the school
 - accessing online references such as dictionaries and encyclopaedias
 - researching and learning through the department's eLearning environment

Students must

- be courteous, considerate and respectful of others when using an approved mobile device including seeking consent before recording (voice, image or video) of other students or teachers *for approved purposes only*
- ensure ipads remain in the classroom during lunch breaks unless otherwise authorised because they are being used as part of a learning program

- switch off mobile phones before entering the school and store mobile phones (including sim capable watches) in a school bag during the school day
- ensure any personal mobile devices (Eg. ipads) that are permitted in the classroom have all external network capabilities, including internet and call functions, disabled during classes and before and after school
- seek approval from a member of the school's leadership team where they wish to use a mobile device under special circumstances.

Respect for privacy of students and staff is a core belief of our community. This is a complex concept often not easily understood by younger people.

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

- use the external network capabilities, including internet and call functions of a personal mobile phone (including smart watches) or school authorised mobile device while at school during class, break times and before and after school, unless otherwise authorised by a teacher
- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language, at any time, including during communication outside of school hours and on social media
- use language and/or threats of violence that may amount to bullying, harassment or stalking at any time, including during communication outside of school hours and on social media
- insult, harass or attack others or use obscene or abusive language at any time, including during communication outside of school hours and on social media
- 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 social media, online email and internet chat or messaging
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use mobile device 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 device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless an approved mobile device has been 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 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 device use and network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Holland Park State School uses resources from 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.

As a school we are committed to leveraging the core elements of the Australian Student Wellbeing Framework to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces:



1. Leadership

Principals and school 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.

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 or hidden. Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

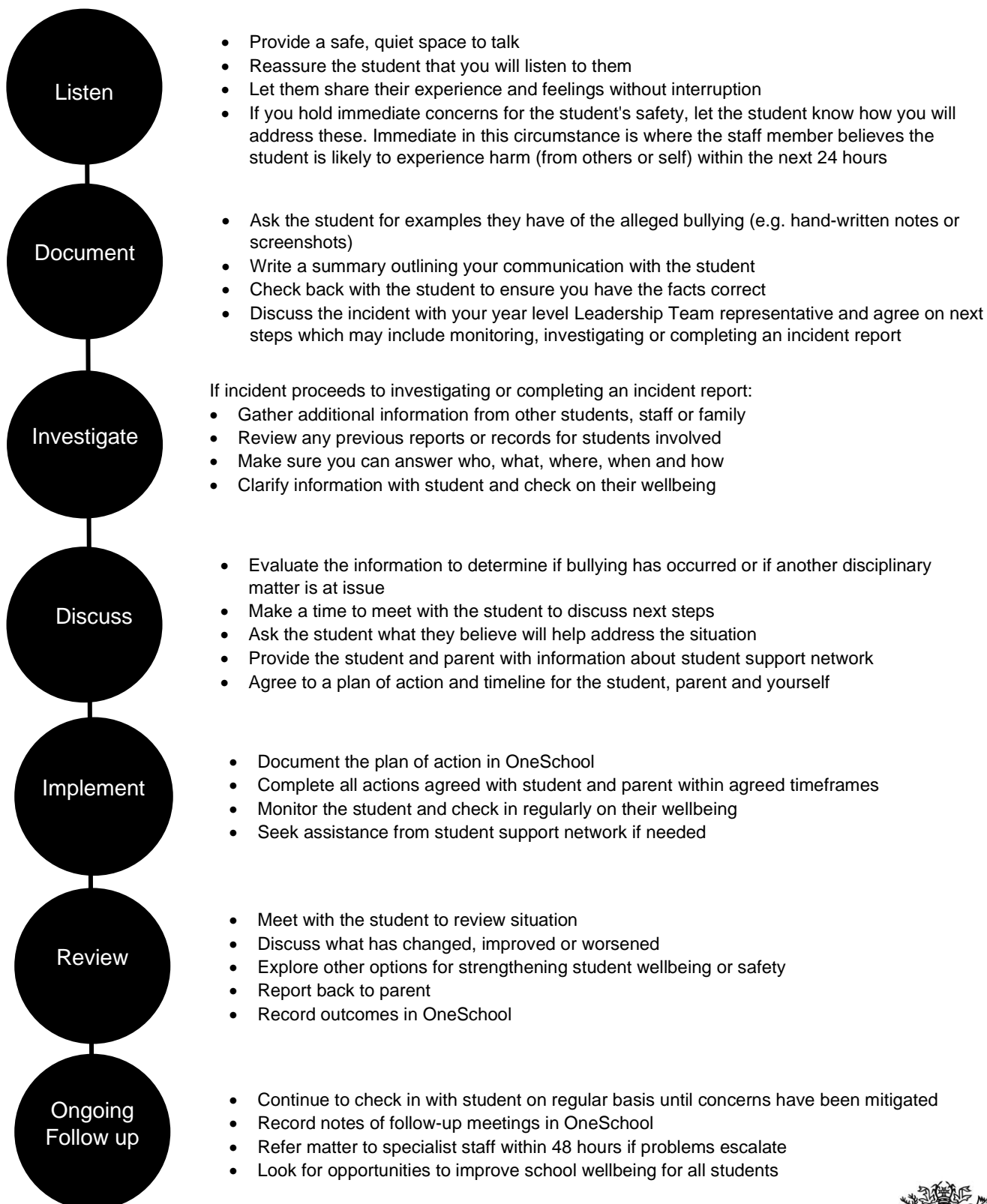
However, these conflicts are still considered serious and need to be addressed and resolved. At Holland Park State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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:

Prep to Year 6 – Class teacher



Cyberbullying

Cyberbullying is treated at Holland Park State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. There is also a Guidance Officer who can be approached directly by students, staff or parents for assistance in preventing or responding to cyberbullying.

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 during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Holland Park State 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. 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 be directed to the school Guidance Officer.

Parents and students who have concerns about cyberbullying during the school holidays should immediately seek assistance through the office of the e-Safety Commissioner or the Queensland Police Service.

The following flowchart explains the actions Holland Park State School staff will take when they receive a report about student bullying, including bullying that may have occurred online or outside of the school setting. Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation.

Holland Park State School - Cyberbullying response flowchart for school staff

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](#).

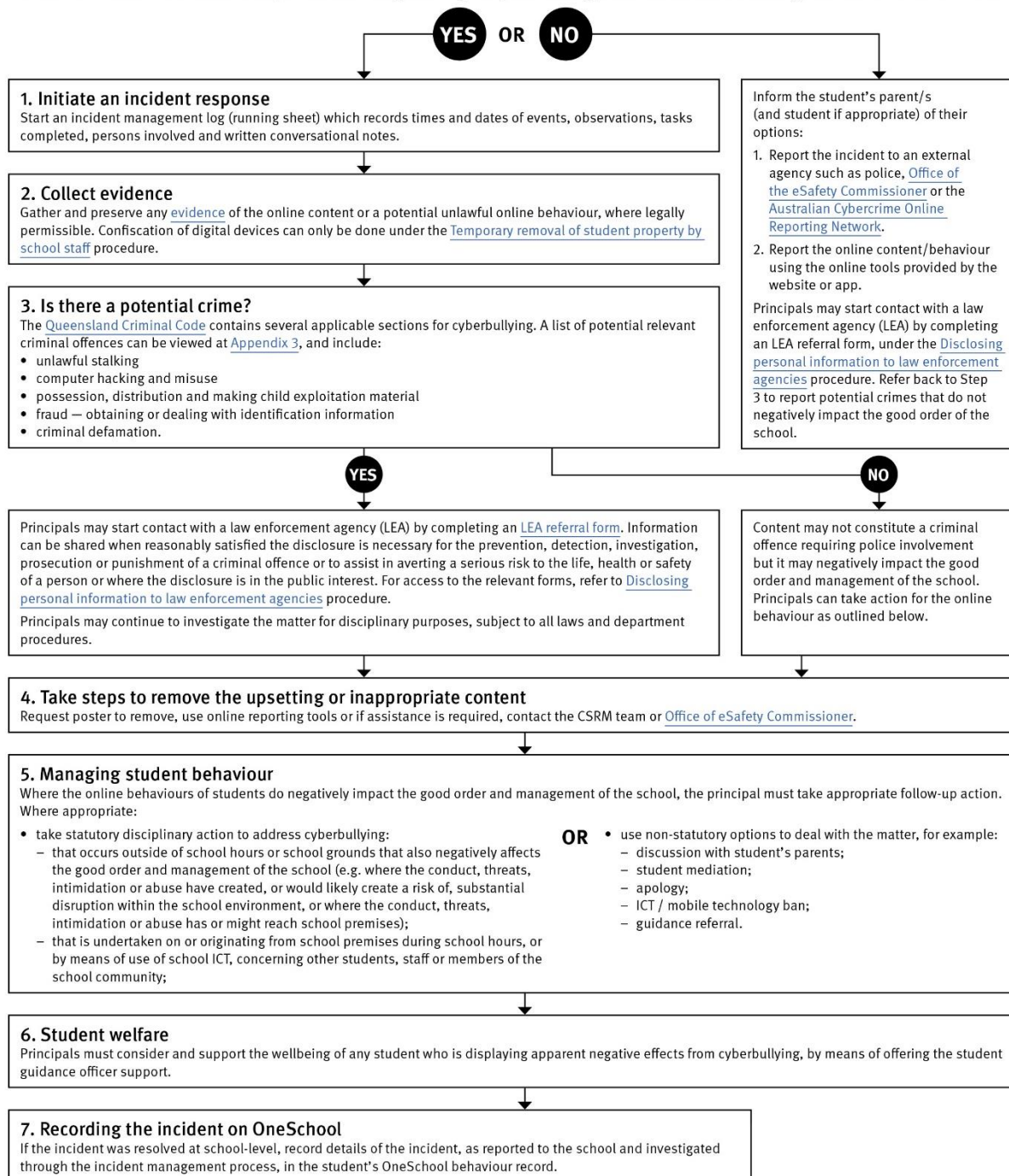
Explicit images

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 Cybersecurity and Reputation Management (CSR) team on 3034 5035 or 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.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Holland Park State 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 including our Guidance Officer. 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. All staff at Holland Park State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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 restorative justice 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.

Holland Park State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Holland Park State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Holland Park State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Holland Park State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Holland Park State 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 (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

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

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

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

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

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

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

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

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning. *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 dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No way!](#)
- [Department of Education Bullying Resources](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Department of Education CyberSafety Resources](#)
- [Parent and Community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Complaint Resolution

HPSS staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent/guardian, 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 a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

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

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

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

- 1. Early resolution:** discuss your complaint with the school.
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher, relevant 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](#).
- 2. Internal review:** contact the local Regional Office
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
- 3. External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

Closing statement

As a school we firmly believe that the best approach to student success is for the school community (staff, students and parents/guardians) to have a universal understanding of our policies and procedures. To achieve **this**, it is important that all parties have a voice in the contents of such policies and procedures. If there are any questions regarding the ADSS Student Code of Conduct, please contact administration by visiting the school office or contacting

Appendix 1 – School Rules and Expectations

HOLLAND PARK STATE SCHOOL SCHOOL RULES & EXPECTATIONS						
	ALL AREAS	CLASSROOM	EATING AREA/ PLAYGROUND	STAIRWELLS/ VERANDAH/ COURT S	TOILETS	BUS AREA/ BIKE RACKS/ PICK UP ZONES
BE SAFE	<ul style="list-style-type: none"> Before school remain calm under or near blocks & sails FGHC (yrs 3-6), block B & sail (yrs 1-2), with parent (Prep) Ask the principal for permission to leave the school during school hours Wear only sleepers / studs (in ears) and watches to school (unless for cultural, medical or religious reasons) Wear closed in shoes at all times Walk, not run, on hard surfaces 	<ul style="list-style-type: none"> Before school keep bags with you Stay out of classrooms unless a teacher is present Sit still on chairs in class Enter & exit room in an orderly manner Walk 	<ul style="list-style-type: none"> Wear shoes and socks at all times Use seats for sitting on, not standing on or jumping over Remains seated until finished eating Ask the teacher on duty for assistance when balls go out of bounds Be sun-safe No hat-No play Keep away from 'Out of Bounds' areas 	<ul style="list-style-type: none"> Stair rails are for hands only Walk one step at a time 	<ul style="list-style-type: none"> Take a buddy Wash hands after use 	<ul style="list-style-type: none"> Walk bike's cooter in and out of the school grounds Wait quietly between G and H blocks to be picked up Remain inside the school gate until parent vehicle is at pick up spot Line up behind the yellow line when the bus STOPS
BE RESPONSIBLE	<ul style="list-style-type: none"> Remain neatly groomed (ie. keep shirt tucked in & tidy hair) Walk quietly and orderly so that others are not disturbed Move quickly and quietly to line up and sit down when the 'end of play' bell rings Technology devices (incl mobile phones) must be turned off and out of sight. These may be handed into office for safe keeping during school hours. 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Sit down quietly to eat left over lunch or purchases from the tuckshop - 4-6 Near tuckshop or under L&R Blocks 1-3 Near tuckshop or under B&F Blocks Prep Near tuckshop or Downstairs Turn all taps off Keep away from the oval shed Care for animals and plants in school grounds Return sports equipment when the 'end of play' bell rings 	<ul style="list-style-type: none"> Use courts at playtime for tennis, netball, handball or other similar and appropriate games Nets and fences are not for leaning or climbing on Kicking of footballs or soccer balls is for the oval only 	<ul style="list-style-type: none"> Use toilets during breaks Toilets are not play areas Paper is not to be wasted Flush the toilet after use 	<ul style="list-style-type: none"> Leave school promptly on foot or bike Wait for bus quietly under the walkway roof between the junior toilets and 'D' Block Walk to the gate when the bus ARRIVES
BE RESPECTFUL	<ul style="list-style-type: none"> Avoid hurting others by keeping hands and feet to yourself Protect self and others by being careful on climbing equipment 	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Respect the teacher's right to teach Talk in turns Be a good listener 	<ul style="list-style-type: none"> Leave eating area tidy by putting rubbish in the bin Take turns on play equipment 	<ul style="list-style-type: none"> Stay off stairs and verandahs before school and at play times Keep left on stairs 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Walk bike's cooter/skateboard inside school grounds Wait inside the gate until the bus stops Behave well on the bus, respecting bus rules



Appendix 2 – Reset-Reflect-Restore-Return Process



RESET

How are you feeling?
What switch can you use to help?



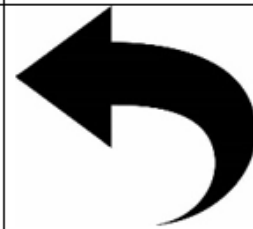
REFLECT

What was happening?
Who was hurt/impacted?
What could you do differently?



RESTORE

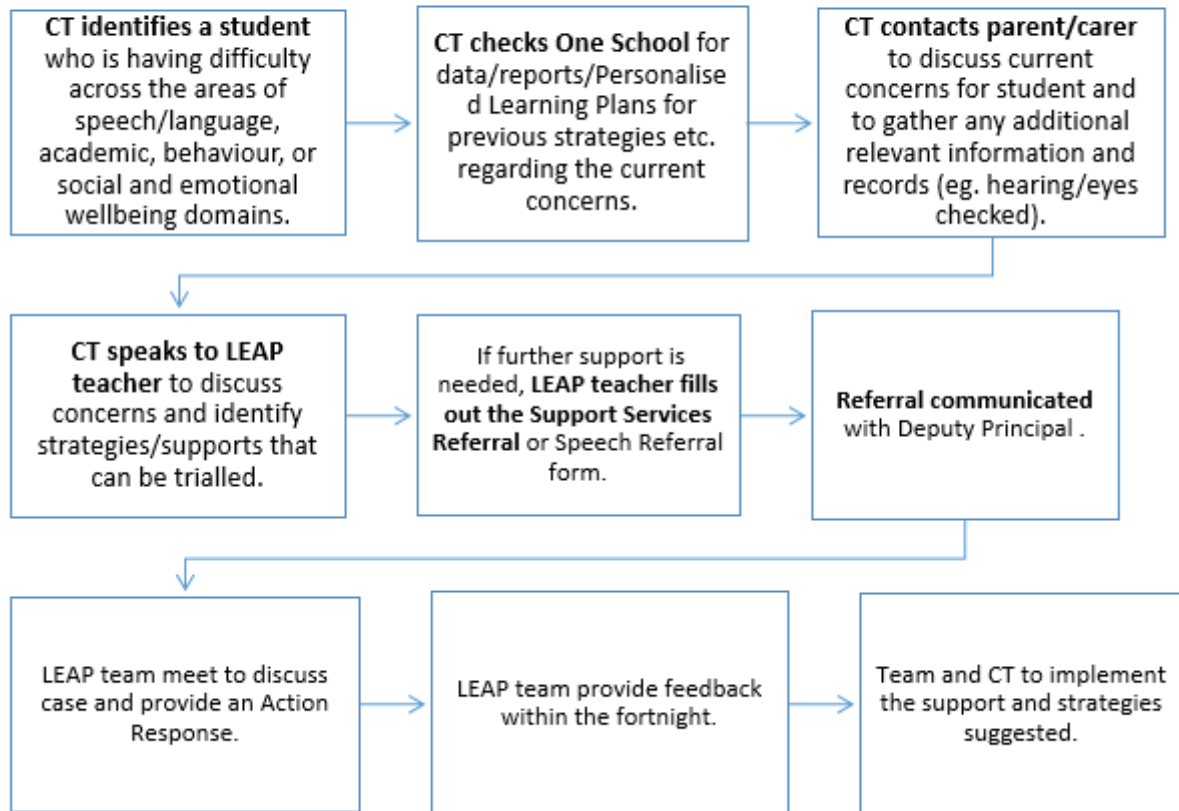
How are others feeling?
How can I fix this?



RETURN

What is my plan to return and be successful?

Support Services Referral Process



Appendix 5 – CODE YELLOW Minor Incidents Record (Playground)

HOLLAND PARK STATE SCHOOL
BEHAVIOUR MANAGEMENT RECORDS
FOR RELATIVELY MINOR INCIDENTS

AREA _____

BEHAVIOUR CODE	
1	Eating in play area
2	Out of bounds/on banks
3	Rough play causing/likely to cause injury
4	Throwing objects at others
5	Harassment, teasing – low level
6	Running on sealed areas, around buildings
7	No Hat
8	Other

DATE	STUDENT NAME	CLASS	BEHAVIOUR								TEACHER'S NAME	
			1	2	3	4	5	6	7	8		
			1	2	3	4	5	6	7	8	8:	
			1	2	3	4	5	6	7	8	8:	
			1	2	3	4	5	6	7	8	8:	
			1	2	3	4	5	6	7	8	8:	
			1	2	3	4	5	6	7	8	8:	
			1	2	3	4	5	6	7	8	8:	
			1	2	3	4	5	6	7	8	8:	
			1	2	3	4	5	6	7	8	8:	
			1	2	3	4	5	6	7	8	8:	
			1	2	3	4	5	6	7	8	8:	
			1	2	3	4	5	6	7	8	8:	
			1	2	3	4	5	6	7	8	8:	

Staff -

Dealing with BULLYING – Do the ‘HIGH FIVE’


If someone hurts you badly on purpose tell a teacher **IMMEDIATELY**

REPORTING is getting yourself or others out of trouble

DOBBING is trying to get someone in trouble


1. IGNORE

- Pretend you didn't hear it
- Do not make eye contact
- Stay calm & confident
- Take deep breaths & count to five




2. TALK FRIENDLY

- Use a calm voice
- Look them in the eye
- Stay confident
- Tell them how you feel 'I feel...when you...because....'




3. WALK AWAY

- Walk away to a busy area or near a teacher
- Do not look back – walk confidently but don't run
- Stand tall with head up high
- Look confident with mouth closed




4. TALK FIRMLY

- Say 'STOP IT'
- Use a firm, strong slightly raised voice
- Tell them again how you feel
- Tell them the next consequence – that you will tell a teacher



5. REPORT

- Walk away & tell a staff member
- Go to a safe place – near a teacher/near a crowd
- Report, report, report until somebody listens
- Bystanders – support & report



Appendix 8 – Behaviour Management Flow Chart - Classroom



CLASSROOM: BEHAVIOUR MANAGEMENT FLOW CHART

CODE GREEN

RECOGNISE AND CELEBRATE STUDENTS DEMONSTRATING THE SCHOOL EXPECTATIONS; SAFE, RESPECTFUL, RESPONSIBLE

LOW-LEVEL BEHAVIOUR

KIND REMINDER TO STUDENTS NOT DEMONSTRATING THE SCHOOL EXPECTATIONS; SAFE, RESPECTFUL, RESPONSIBLE

Eye contact, gesture, proximity, reminder of expectations/rule etc

CODE YELLOW- STUDENT CONTINUES TO NOT DEMONSTRATE THE SCHOOL EXPECTATIONS; SAFE, RESPECTFUL, RESPONSIBLE

RESET - REFLECT – RESTORE – RETURN PROCESS

1. Teacher directs student to RESET SPACE or student independently moves away (indicating they want help)
2. RESET and RETURN Process:

RESET- How are you feeling (yes, I can see you are feeling, I'd like to help you- teach/use SWITCHES to assist reset)

REFLECT- What was happening? Who did this hurt/impact (safety, respect, responsibility-learning)? What could you do differently?

RESTORE- How are other people feeling? What do you need to do to fix this up/restore relationships? Do you want me to help you with this?

RETURN- What is your plan to return and be successful?

3. When student has engaged in the process, and can articulate their plan, they are invited to re-join the class and

CODE ORANGE – REPEATED FAILURE TO DEMONSTRATE THE SCHOOL EXPECTATIONS; SAFE, RESPECTFUL, RESPONSIBLE

OR

MORE SERIOUS SINGLE BEHAVIOUR THAT IS NOT SAFE, RESPECTFUL OR RESPONSIBLE

RESET – REFLECT – RESTORE – RETURN PROCESS WITH HELP OF ANOTHER TEACHER

1. Class teacher refers student to neighbouring teacher ensuring they phone ahead.
2. Student moves this classroom and knocks on the door. Teacher directs them to reset space.
3. RESET and RETURN Process:

RESET- How are you feeling (yes, I can see you are feeling, I'd like to help you- teach/use SWITCHES to assist reset)

REFLECT- What was happening? Who did this hurt/impact (safety, respect, responsibility-learning)? What could you do differently?

RESTORE- How are other people feeling? What do you need to do to fix this up/restore relationships? Do you want me to help you with this?

RETURN- What is your plan to return and be successful?

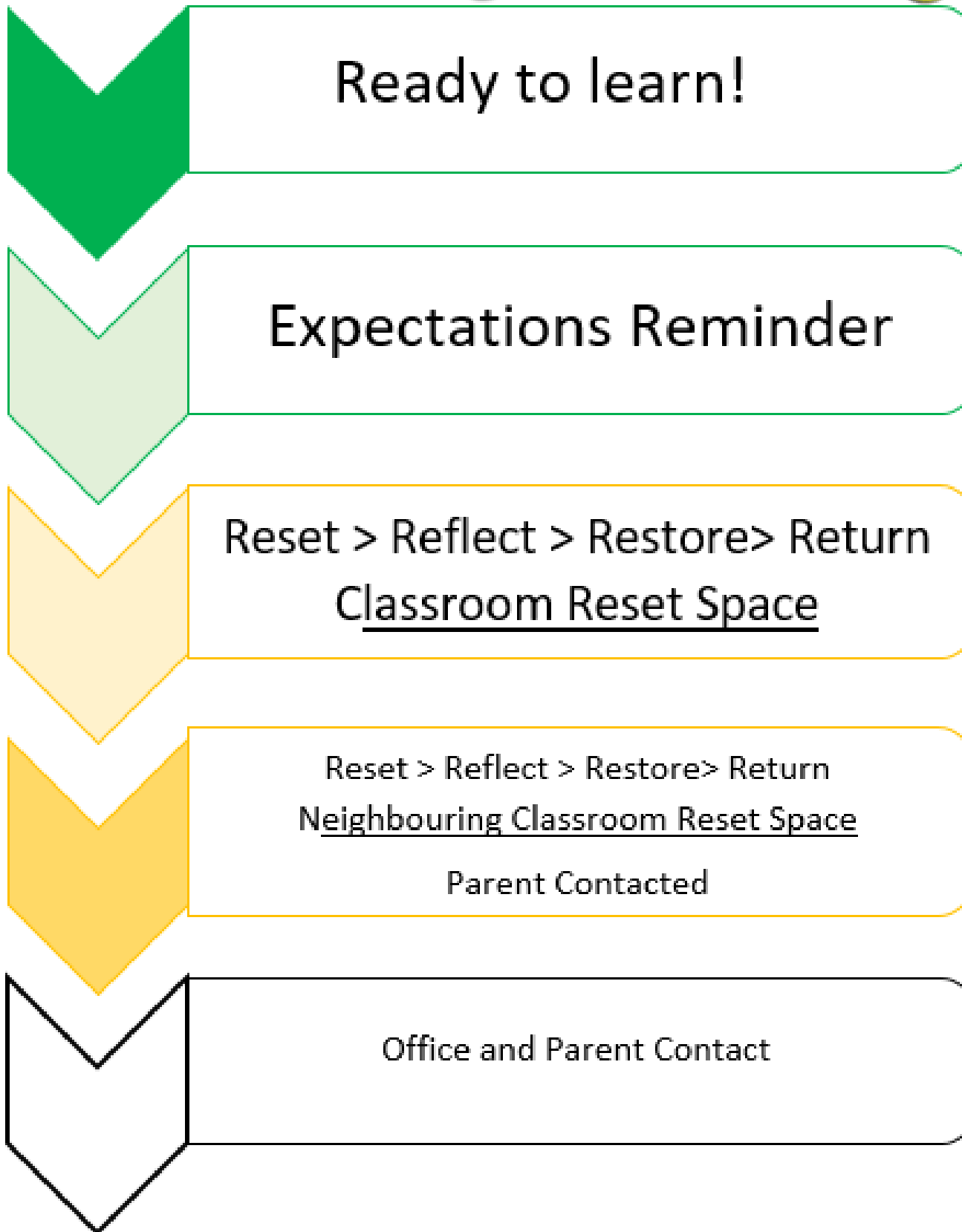
4. When student has engaged in the process, and can articulate their plan, they are invited to re-join their class and return to learning.
5. Student returns to class, knocks on door and waits patiently.
6. Student articulates plan to restore and return and be successful.
7. Student invited to return to the learning and re-joins the class.
8. Class teacher enters incident on ONESCHOOL as a MINOR, referring entry to deputy and contacts parents

CODE RED– PERSISTANT BEHAVIOUR OR MAJOR PROBLEM BEHAVIOUR

STUDENT REFERRED TO DEPUTY PRINCIPAL

1. Class teacher immediately contacts deputy principal by phone and explains incident/issue
2. DP provides verbal direction as to next step.
3. Class teacher (investigates further if directed by DP) and enters description of incident on ONESCHOOL as a MAJOR referring incident to Deputy Principal for follow up
4. Leadership Team follow up: Major behaviour may result in a serious discussion with school leadership team and parent contact. It may result in further consequences.

HPSS Self-Manager Flowchart



Appendix 9: Behaviour Management Flow Chart and Incident Record – Playground

PLAYGROUND: BEHAVIOUR MANAGEMENT FLOW CHART

<p style="text-align: center;">CODE GREEN</p> <p style="text-align: center;">RECOGNISE AND CELEBRATE STUDENTS DEMONSTRATING THE SCHOOL EXPECTATIONS; SAFE, RESPECTFUL, RESPONSIBLE <i>Praise connected to the positive impact of student choices, 5C's, Class and Assembly Awards.</i></p>
<p style="text-align: center;">LOW-LEVEL BEHAVIOUR</p> <p style="text-align: center;">KIND REMINDER TO STUDENTS NOT DEMONSTRATING THE SCHOOL EXPECTATIONS; SAFE, RESPECTFUL, RESPONSIBLE <i>Eye contact, gesture, proximity, reminder of expectations/rule etc</i></p>
<p style="text-align: center;">CODE YELLOW– STUDENT CONTINUES TO NOT DEMONSTRATE THE SCHOOL EXPECTATIONS; SAFE, RESPECTFUL, RESPONSIBLE</p> <p style="text-align: center;"><u>RESET – REFLECT – RETURN – RESTORE PROCESS</u></p> <p>1. Issue identified- Student to sit and think or walk and think with adult.</p> <p>RESET- How are you feeling (yes, I can see you are feeling, I'd like to help you- teach/use SWITCHES to assist reset)</p> <p>REFLECT- What was happening? Who did this hurt/impact (safety, respect, responsibility-learning)? What could you do differently?</p> <p>RESTORE- How are other people feeling? What do you need to do to fix this up/restore relationships? Do you want me to help you with this?</p> <p>RETURN- What is your plan to return and be successful?</p> <ol style="list-style-type: none"> When student has engaged in the process, and can articulate their plan, they are invited to re-join play. Name recorded in play folder. Office/TA enters data into behaviour spreadsheet- sent to teachers weekly. DP's and CT's to monitor data: Students who have repeated entries in play folder may be referred by DP to REFLECTION ROOM at the next play break.
<p style="text-align: center;">CODE ORANGE– REPEATED FAILURE TO DEMONSTRATE THE SCHOOL EXPECTATIONS; SAFE, RESPECTFUL, RESPONSIBLE</p> <p style="text-align: center;"><u>OR</u></p> <p style="text-align: center;">MORE SERIOUS SINGLE BEHAVIOUR THAT IS NOT SAFE, RESPECTFUL OR RESPONSIBLE</p> <p style="text-align: center;"><u>IMMEDIATE TIME OUT FROM PLAY</u></p> <p>1. Issue identified- Student to sit and think or walk and think with adult.</p> <p>RESET- How are you feeling (yes, I can see you are feeling, I'd like to help you- teach/use SWITCHES to assist reset)</p> <p>REFLECT- What was happening? Who did this hurt/impact (safety, respect, responsibility-learning)? What could you do differently?</p> <p>RESTORE- How are other people feeling? What do you need to do to fix this up/restore relationships? Do you want me to help you with this?</p> <p>RETURN- What is your plan to return and be successful?</p> <ol style="list-style-type: none"> Duty teacher investigates details of incident, completes Behaviour Incident Report (BIR) and delivers to LIBRARY. Library TA scan BIR and email to DP's. BIR placed in RTR duty folder. DP enters incident on SharePoint. <p>REFLECTION ROOM PROCESS</p> <ol style="list-style-type: none"> CT to notify student referred to REFLECTION ROOM. Student completes a REFLECTION PLAN. DP enter incident on ONESCHOOL as a MINOR referring ONESCHOOL entry to CT. DP emails parents to notify of REFLECTION ROOM Process – parent acknowledgement requested. Reflection Plan sent to class teacher for filing.
<p style="text-align: center;">CODE RED</p> <p style="text-align: center;"><u>STUDENT REFERRED TO DEPUTY PRINCIPAL – PERSISTANT BEHAVIOUR OR MAJOR PROBLEM BEHAVIOUR</u></p> <ol style="list-style-type: none"> Duty teacher immediately contacts office/deputy principal by phone/walkie talkie to explain incident/issue. DP provides verbal direction as to next step. Duty teacher investigates details of incident, completes Behaviour Incident Report (BIR) and sends to LIBRARY. LIBRARY TA scan BIR and email to DP's. DP's enter incident on ONESCHOOL as a MAJOR. School Leadership Team follow up: Major behaviour will result in a serious discussion with school leadership team and parent contact. It may result in further consequences.



CODE ORANGE/RED: BEHAVIOUR INCIDENT REPORT

REPORTED BY:					CODE ORANGE/RED (Circle)							
DATE:												
TIME:												
SUPPORTED PLAY	AREA 1 AMPITHEATRE AND ROAD	PLAY 2 TOP EQUIP	PLAY 2 TOP GRASS area steps/path	PLAY 2 LOWER PLAY EQUIP/AREA	PLAY 2 LOWER GRASS area	PREP First Aid / Toilets H12 First Aid	TENNIS COURTS & TUCKSHOP	PLAY 3- Around library and SNR Toilets	PLAY 4- SNR OVAL	PLAY 5 SCOUT DEN	LIBRARY	FCG Blocks AREA
STUDENT/S ON REPORT: (Full Names)				CLASS:		WITNESSES/VICTIMS: (Full Names)					CLASS:	
DETAILED SUMMARY OF INCIDENT: Use key dot points & include full names.												

STEPS TO FOLLOW			
CODE ORANGE	TICK	CODE RED	TICK
1. Issue identified- Student to sit and think or walk and think with adult. RESET- How are you feeling (yes, I can see you are feeling, I'd like to help you- teach/use SWITCHES to assist reset) REFLECT- What was happening? Who did this hurt/impact (safety, respect, responsibility-learning)? What could you do differently? RESTORE- How are other people feeling? What do you need to do to fix this up/restore relationships? Do you want me to help you with this? RETURN- What is your plan to return and be successful?	<input type="checkbox"/>	1. Duty teacher immediately contacts office/deputy principal by phone/walkie talkie to explain incident/issue. 2. DP provides verbal direction as to next step. 3. Duty teacher investigates details of incident, completes Behaviour Incident Report (BIR) and sends to LIBRARY.	<input type="checkbox"/>
2. Duty teacher investigates details of incident, completes Behaviour Incident Report (BIR) and delivers to LIBRARY.	<input type="checkbox"/>	4. LIBRARY TA scan BIR and email to DP's.	<input type="checkbox"/>
3. Library TA scan BIR and email to DP's. 4. BIR placed in RTR duty folder.	<input type="checkbox"/>	5. DP's enter incident on ONESCHOOL as a MAJOR.	<input type="checkbox"/>
REFLECTION ROOM PROCESS 1. CT to notify student referred to REFLECTION ROOM. 2. Student completes a REFLECTION PLAN. 3. DP enter incident on ONESCHOOL as a MINOR referring ONESCHOOL entry to CT. 4. DP emails parents to notify of REFLECTION ROOM Process – parent acknowledgement requested. 5. Reflection Plan sent to class teacher for filing.	<input type="checkbox"/>	6. INCIDENT FURTHER INVESTIGATED BY LEADERSHIP TEAM MEMBER Parents notified	<input type="checkbox"/>

“How are you feeling today?”



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“How are you feeling today?”

