

HOLLAND PARK STATE SCHOOL



RESPONSIBLE BEHAVIOUR PLAN



HOLLAND PARK STATE SCHOOL

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

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

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

2. Consultation and data review

Holland Park State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and committee meetings held during 2012.

Data was collected from a variety of sources including staff, students and community about expectations, beliefs and perceptions about student behaviour. A review was undertaken of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process. The committee continues on-going review, evaluation and refinement of policies and procedures around student behaviour. Behavioural data is captured within OneSchool.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2012.

3. Learning and behaviour statement

All areas of Holland Park State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable 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'.



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, 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.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour.

- **Be safe**
- **Be responsible**
- **Be respectful**

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

At Holland Park State School students are expected to act in a safe, respectful and responsible manner by following these five behaviour expectations (5Cs):

- **Courtesy** to others, showing respect and manners
- **Consideration** of own and other people's safety and belongings and the environment
- **Co-operation** when working with others
- **Commitment** to learning and persevering with challenges
- **Courage** to believe in themselves

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

Universal Behaviour Support

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

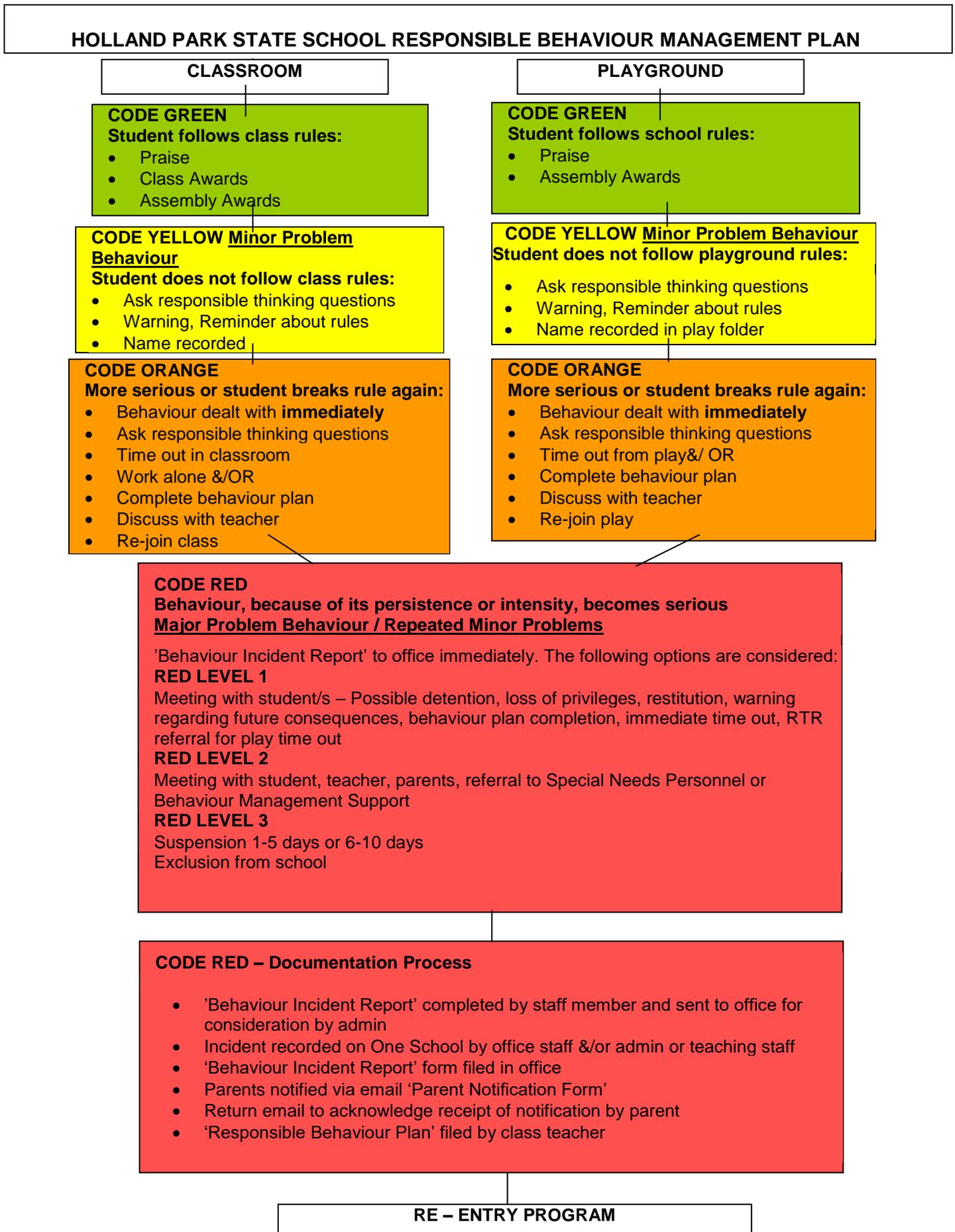
A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.



HOLLAND PARK STATE SCHOOL SCHOOL RULES & EXPECTATIONS

	ALL AREAS	CLASSROOM	EATING AREAS/ PLAYGROUND	STAIRWELLS/ VERANDAHS/ COURTS	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 (yrs3-6), block B & sail (yrs1-2), 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 • Remain 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/scooter 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 	<p>Sit down quietly to eat left over lunch or purchases from the tuckshop -</p> <p>4-6 Near tuckshop or under L&R Blocks</p> <p>1-3 Near tuckshop or under B&F Blocks</p> <p>Prep Near tuckshop or Downstairs</p> <ul style="list-style-type: none"> • 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 or handball (small,soft balls only) • Nets and fences are not for leaning or climbing on 	<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/scooter/skateboard inside school grounds ▪ Wait inside the gate until the bus stops ▪ Behave well on the bus, respecting bus rules

The following flowchart summarises the processes followed at Holland Park State School to manage student behaviour. **The Responsible Thinking Process** (E.F.Ford) is used to encourage self-discipline and self-confidence.



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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Holland Park State School Responsible Behaviour Plan delivered to new students as well as new and relief staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing Expected School Behaviour

At Holland Park State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. The following table outlines the programs used at Holland Park State School for encouraging responsible behaviour.

PROGRAMS FOR ENCOURAGING RESPONSIBLE BEHAVIOUR			
PROGRAM	WHERE	WHEN	DESCRIPTION
Behaviour Management Committee	Meeting Room	Twice/term	'Behaviour Management Committee' monitors the on-going implementation of the pro-active and reactive programs and strategies contained within the <i>Responsible Behaviour Plan</i> .
Rules of the Week/5C's Presentations	Assembly Newsletter Classrooms	Fortnightly	'Rules of the Week/5Cs Assembly Presentations' : <ul style="list-style-type: none"> 'Rule' & 'C' of the week - role play / discussion etc
Playground Rules & 5C Follower Prize Draw	Assembly	Fortnightly	'Playground Rules & 5Cs Follower' Prize Draw issued by duty personnel to acknowledge responsible behaviour in the playground (ice block voucher)
Student of the Week Certificates	Assembly	Fortnightly	'Student of the Week' Certificates awarded to a student from each class who consistently displays: <ul style="list-style-type: none"> strong learning focus responsible behaviour
Class of the Week Award	Assembly	Fortnightly	'Golden Bin' Award is a trophy for a class showing consideration in keeping these areas clean: <ul style="list-style-type: none"> classroom and port rack area allocated tidy up play area
Supervised Games Room	Play Room	Playtime / Days staff dependent	Supervised games room for: <ul style="list-style-type: none"> at risk students identified as needing playtime assistance or Students preferring indoor activities
Newsletter Acknowledgements	Newsletter	Weekly	Newsletter acknowledgements for: <ul style="list-style-type: none"> '5C' & 'Rule of the Week' explanation/ presentation 'Student of the Week' certificate winners 'Golden Bin Award' class winners 'Playground 5C Follower Award' winners
Anti-Bullying Strategy Hi5 Strategy (Appendix 7)	Classroom/ Playground	Regularly	'Hi5 Strategy' for problem solving when faced with bullying incidents. The five strategies are: <ul style="list-style-type: none"> Ignore Talk friendly Walk away Talk Firmly Report
Social and Emotional Learning Programs	Classroom	regularly	Social Skills / Anti-Bullying Education 1)Educational TV programs and lesson plans provided by the Australian Children's Television Foundation (ACTF) and the ACTF website that focus on building positive self-esteem and relationships. Refer to 'ACTF P-7 Scope & Sequence Program' 2)HPSS Social Skills Program - Skills Streaming providing suggestions for lessons in social skills on a needs basis as well as for year levelled targeted learning

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. The implementation of the *Responsible Behaviour Plan for Students* ensures that educational outcomes for the diverse needs of all students are maximised. This is achieved through implementation of the following strategies:

- All decisions regarding the placement of a student on or off a level are made as a result of consultation between the student's teacher and the principal. Due consideration is given to the individual circumstances and actions of the student in relation to the needs and rights of the school community members.
- Whilst a student is on the Colour Coded Levels Program, the teacher, principal, parents and student will be in regular communication regarding the implementation of appropriate strategies to assist the student better manage their behaviour.
- Individual Management Plans will be designed and implemented, as a result of consultation between the student, parents, teacher, principal, and, where required, specialist support staff.
- Where appropriate, access to specialist support personnel can be made via referral to the 'Special Needs Committee'.

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 ask them how they might be able to act more safely, more respectfully or more responsibly. 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.

Targeted behaviour support:

Each year a small number students at Holland Park State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. Such cases are referred to the 'Special Needs Committee'. 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. However 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.

The 'Special Needs Committee' involves active administrator support, guidance officer and staff involvement. 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 behaviour support: Special Needs Committee and/or Guidance Officer

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 'Special Needs Committee' works with other staff members to develop appropriate behaviour expectations and strategies

- 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.

The 'Special Needs Committee' has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members 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.

5. Consequences for inappropriate or unacceptable behaviour

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.

Minor playground behaviour issues are recorded on the 'Play Duty Folder Behaviour Form' (Appendix 6). The 'Behaviour Incident Report' form is used to record major problem behaviour (appendix 7). Behaviour incidents are also be recorded on One School.

Minor and major behaviours

At Holland Park State School staff refer to the 'Examples of Misbehaviour Table' (Appendix 8) for guidance on the level of the problem behaviour. When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members **at the time they happen**
- **Major** behaviour incidents are referred directly to the school Administration Team (for high/critical behaviours).

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 Administration.

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

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

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, the student is immediately referred to an administration team member. A staff member states the behaviour and reminds the student of expected school behaviour. A report of the student's behaviour is recorded on OneSchool and parent is informed via email.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Serious discussion with admin, RTR referral with time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to 'Special Needs Committee'
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to 'Special Needs Committee', referral for specialist behaviour services, behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences*

Time out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes .
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A principal or staff member of Holland Park State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff .

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. <i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

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

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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.
- 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.
- Approach the student in a non-threatening manner
Move slowly and deliberately toward the situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual 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.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

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

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

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support

Students at Holland Park State School are supported through positive reinforcement and a system of universal, targeted and intensive behaviour supports by

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain

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.

8. Consideration of individual circumstances

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

Holland Park 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 taking into account 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 maintains the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)

- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

12. Endorsement

Principal

P&C President

Assistant Regional Director

Effective Date: to

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight. These may be handed into the office for safe keeping.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Holland Park State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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

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

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

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

Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

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

Text communication

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

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

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

Inappropriate behaviour outside of school hours

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

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

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

Purpose

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

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Holland Park State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Holland Park State School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. Within the social and emotional learning program ('Hi5 Steps to Solve a Problem') that Holland Park State School follows students are taught steps to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. Holland Park State School will take part in the 'National Day of Action against Bullying and Violence' on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
13. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Holland Park State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
14. Holland Park State School uses behavioural data for decision-making. This data is entered into our database and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

WORKING TOGETHER TO KEEP HOLLAND PARK STATE SCHOOL SAFE

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

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

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

What kinds of knife are banned?

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

Any member of the school administration team can take action against a student who brings a knife to school.

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

How can parents help to keep Holland Park State School safe?

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

Appendix 4

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:	

Appendix 5

CODE RED BEHAVIOUR INCIDENT REPORT					
REPORTED BY:					
DAY:	DATE:	TIME:	LOCATION:		
STUDENT/S ON REPORT (full names)	CLASS	WITNESSES/VICTIMS (full names)		CLASS	
DETAILED SUMMARY OF INCIDENT: Use key dot points & include full names					
ACTION TAKEN (Admin use only)				DATE:	
Discussion with Admin (sign)	Referral to RTR		Parent contacted		Referral to G.O./Special needs/Behaviour AVT
	yes	no	yes	no	

STEPS TO FOLLOW	WHO	TICK
Complete this report. Send it to office staff.	Staff Member	
Discuss incident with student/s. If no further action complete OneSchool Incident Report	Admin	
Complete 'Responsible Behaviour Plan' (With Admin or at RTR)	Student	
Complete 'Parent Notification Form'. Return THIS report AND 'Parent Notification Report' to office. Place 'Responsible Behaviour Plan' in class pigeon hole for class teacher to file	Admin &/Or RTR	
File 'Responsible Behaviour Plan' in classroom. (Useful for parent interviews)	Class Teacher	
Scan 'Parent Notification Form' and EMAIL to parent . Enter incident details on OneSchool (Refer to class teacher). File this report & 'Parent Notification Form' in office.	Office staff	

OFFICE USE (circle):	'Parent Notification Form' emailed by office	YES
	Acknowledgement of receipt of 'Parent Notification Form' email from parent received	YES

Appendix 6

HOLLAND PARK STATE SCHOOL EXAMPLES OF MINOR AND MAJOR BEHAVIOUR INCIDENTS

Incident Report page 2



RULE	AREA	MINOR Dealt with immediately	MAJOR Behaviour Incident Report immediately to Administration Staff
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 shirt in 	<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 or tobacco ▪ 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	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 	<ul style="list-style-type: none"> ▪ Repeated non compliance ▪ Repeated unco-operative behaviour ▪ Repeatedly ignoring teacher's directions
	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	Property	<ul style="list-style-type: none"> ▪ Petty theft ▪ Lack of care for the environment ▪ Lack of care of property 	<ul style="list-style-type: none"> ▪ Stealing / major theft ▪ Wilful property damage ▪ Vandalism
	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
	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 or playground games ▪ Blatant disrespect/Major defiance ▪ Dishonesty/lying/cheating ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school ▪ Repeatedly ignoring teacher's directions

- **NOTE: This list is not exhaustive. Other behaviours will be dealt with as appropriate.**

5 STEPS TO SOLVE A PROBLEM

