



The Code of School Behaviour

Better Behaviour
Better Learning



Townsville Central State School Responsible Behaviour Plan for Students

1. Purpose

Townsville Central State School's 'Responsible Behaviour Plan for Students' is the School's behaviour plan based on The Code of School Behaviour.

Townsville Central State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where we all work together, as a community of learners, to ensure that every day, in every classroom, every student is learning and achieving. We strive to encourage and support every student as they strive to achieve their full potential.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school is effectively delivered and all students are given the opportunity to participate positively within our school community.

2. Consultation and data review

Townsville Central State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and community and staff meetings held during Semester 2 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents, including bullying and cyber bullying, also informed the development

The plan is endorsed by the Principal, the President of the P&C and Assistant Regional Director (Schools) in Semester, 2013 and will be reviewed in 2017 as required in legislation.

3. Learning and behaviour statement

All areas of Townsville Central State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Townsville Central State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear, consistent expectations and understand their role in the educational process of our school.

Townsville Central State School envisions all young people to be:

- Be Respectful of themselves and others
- Be Responsible for their actions and expectations



The Code of School Behaviour

Better Behaviour
Better Learning

- Be Aware of themselves and others around them
- Be Thorough in any action or task undertaken
- Be Safe in the behaviour of themselves and others around them

To support our students in living these values, our school community will:

- Value and celebrate individual achievements;
- Value and celebrate our differences; and
- Promote and encourage proactive, responsible citizens in behaviour, in learning and in life.

Using our school vision the school community collaboratively developed the STARR artefact within our school representing the following actions being:

- Safe
- Thorough
- Aware
- Respectful
- Responsible



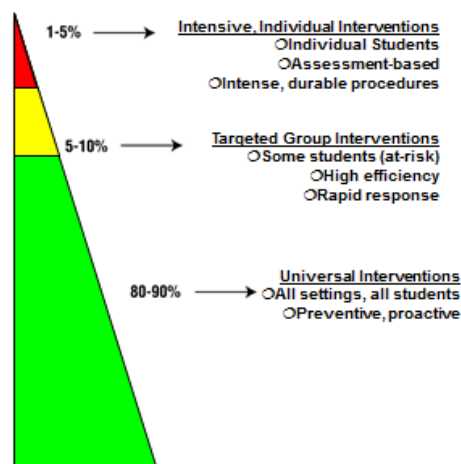
Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

At Townsville Central State School we believe:

- Learning is a life-long process;
- Learning is every student's right
- Learning occurs best within a supportive, stimulating and challenging environment which develops self-esteem, fosters a love of learning and recognises students' individual needs and abilities; and
- Quality learning outcomes are enhanced when there is a shared responsibility for behaviour across the school community, which is promoted through clear communication processes.

At Townsville Central State School we use a three-tiered approach to facilitating positive behaviour.





The Code of School Behaviour

Better Behaviour
Better Learning

Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Townsville Central 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 problem behaviour and provides 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.

	before and after school	Eating Areas	Playground	Toilets	tuckshop	Classroom
Be Safe	<ul style="list-style-type: none"> Wait calmly under the building before school Keep your body to yourself Sit in supervised area until dismissed Wear your hat Walk bikes and scooters on school grounds Wait calmly under the building after school 	<ul style="list-style-type: none"> Walk on all concrete areas Sit still whilst eating Leave seats in correct position in eating area Keep your body to yourself Eat your own food 	<ul style="list-style-type: none"> Keep your body to yourself Use and play with equipment safely Stay in your designated play area Wear your hat Walk on all concrete areas Drink at the correct drinking fountains for your age group Wear closed in shoes 	<ul style="list-style-type: none"> Use soap appropriately to wash hands if available 1 person per outside. Use year/ age appropriate toilets. Keep your body to yourself Keep your body to yourself Keep water in the hand basins and toilets Walk only 	<ul style="list-style-type: none"> Walk quietly and appropriately Wait patiently in line Keep your body to yourself You pushing and/or shoving others 	<ul style="list-style-type: none"> Walk inside the classroom Push your chair in when you are not using it Sit safely in your chair Keep your body to yourself Pass things instead of throwing them
Be Thorough	<ul style="list-style-type: none"> Put your rubbish in the bin Clean up any mess you make Pack up and return any equipment or resources you have used 	<ul style="list-style-type: none"> Put your rubbish in the bin Clean up any mess you make Pack up your lunch things and put them in a safe place while playing 	<ul style="list-style-type: none"> Put your rubbish in the bin Clean up any mess you make Pack up and return any equipment or resources you have used Have you got your hat with you? 	<ul style="list-style-type: none"> Put your rubbish in the bin Clean up any mess you make Flush the toilets when you have finished 	<ul style="list-style-type: none"> Put your rubbish in the bin Clean up any mess you make Put your money or change in a safe place 	<ul style="list-style-type: none"> Put your rubbish in the bin Clean up any mess you make Pack up and return any equipment or resources you have used Complete set tasks Take an active role in classroom activities Try your hardest
Be Aware	<ul style="list-style-type: none"> Offer assistance to younger or new students who may be lost Arrive to school on time Pay attention to the different bells 	<ul style="list-style-type: none"> Sit near friends who will help you to make the right choices Keep your voice at an appropriate volume Listen out for the teacher giving a whole group instruction 	<ul style="list-style-type: none"> Offer assistance to younger or new students who may be lost Report any graffiti, vandalism or broken equipment to the office immediately Get help from a teacher or aide if you or others require help 	<ul style="list-style-type: none"> Report any graffiti or vandalism to the office immediately Report any leaking or damaged toilets/ pipes /basins 	<ul style="list-style-type: none"> Put in your tuckshop order in the morning Offer assistance to younger or new students who may need help with their order 	<ul style="list-style-type: none"> Arrive to class on time Be a good listener Take turns to talk Listen to all of the instructions before starting a task Consider the effects of what you say before you say it (think before you speak to others)
Be Responsible	<ul style="list-style-type: none"> Enter school promptly and calmly Sit in undercover area until dismissed Organise tuckshop lunches/toilet/drinks by 8.40am Walk directly to classrooms when dismissed Line up sensibly at the front gate for the bus Walk calmly on the paths to exit grounds 	<ul style="list-style-type: none"> Remain seated during eating time Eat your own food Remain in your designated eating area Keep objects still whilst eating Ask an adult before going to play Gather your lunch box, containers, utensils before play 	<ul style="list-style-type: none"> Listen to teachers Look after equipment Remain in your area Use equipment safely Share equipment Follow playground rule expectations 	<ul style="list-style-type: none"> Use toilets during break time Return to class / area promptly. Use water responsibly. Wait sensibly Flush the toilet 	<ul style="list-style-type: none"> Return to correct eating area before eating or drinking Purchase own items Wait for your turn Only take what is yours 	<ul style="list-style-type: none"> Be prepared Keep work space tidy Be honest Take care of your things Ask for help if you need it Get a drink and go to the toilet before coming to class Be on time for class
Be Respectful	<ul style="list-style-type: none"> Treat school property with care Use appropriate school language Listen to and follow adult instructions Use your manners 	<ul style="list-style-type: none"> Listen to and follow adult instructions Use your manners Use appropriate language Line up correctly and quietly before returning to class 	<ul style="list-style-type: none"> Speak politely Wear your own hat Treat others equally Show good sportsmanship Follow game rules Share school equipment Use your manners 	<ul style="list-style-type: none"> Respect the privacy of others Clean up after yourself Speak respectfully Use a quiet voice 	<ul style="list-style-type: none"> Wait patiently in line Use your manners Keep your hands to yourself Put litter in bins 	<ul style="list-style-type: none"> Treat school property and other people's property with care Enter and exit room in an orderly manner Use an inside voice Raise your hand to speak Use your manners Respect others' right to learn

These expectations are communicated to students via a number of strategies, including:

- Visual representations present in each learning area;
- Behaviour lessons conducted by staff;
- Emersion through the Peer Support Program;
- Reinforcement on parade and during active supervision by staff; and
- Inclusion in the enrolment package
- Individual Behaviour Support Plans (IBSP)

At the beginning of each school year staff and students negotiate classroom rules reflecting the Schoolwide Expectations Teaching Matrix.

At Townsville Central State School we explicitly teach, model and practice behavioural expectations. Our S.T.A.R.R artefacts are visible around the school.



The Code of School Behaviour

Better Behaviour
Better Learning

Our rules and expectations have been developed collaboratively, are fair and applied consistently and modelled by all.

Townsville Central 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 Townsville Central State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings; and
- Development of school leadership and positive student relationships through the implementation of the Peer Support Program and S.T.A.R.R behaviour reward system.

At Townsville Central State School we positively reinforce and acknowledge the use of appropriate behaviours by:

- Presenting Student of the Week awards on parade;
- Weekly Principal award
- Positive phone calls/notes home from the principal or classroom teacher;
- S.T.A.R.R awards;
- Personal praise/ stickers;
- Newsletter items; and
- Recording positive behaviours on One School.

Townsville Central State School S.T.A.R.R.award program

Townsville Central State School Peer Support Program

The Peer Support Program is a values-laden approach to building positive students relationships across the school. It develops leadership capabilities in students and proactively supports the wellbeing of students of Townsville Central State School. The Peer Support program involves training staff and school leaders in Peer Support, matching school leaders to other students across the school, and meeting weekly.

• Targeted behaviour support

Reinforcing expected school behaviour

At Townsville Central 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.

Re-directing low-level and infrequent problem behaviour

When student's exhibit low-level and infrequent problem behaviour, the first response of school staff members is to remind and redirect the student of expected school behaviour asking them to change their behaviour aligning it with our school's expectations.



The Code of School Behaviour

Better Behaviour
Better Learning

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to show respect in themselves, respect for others, to act more responsibly or in a safe manner. 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 and build an internal awareness of their actions.

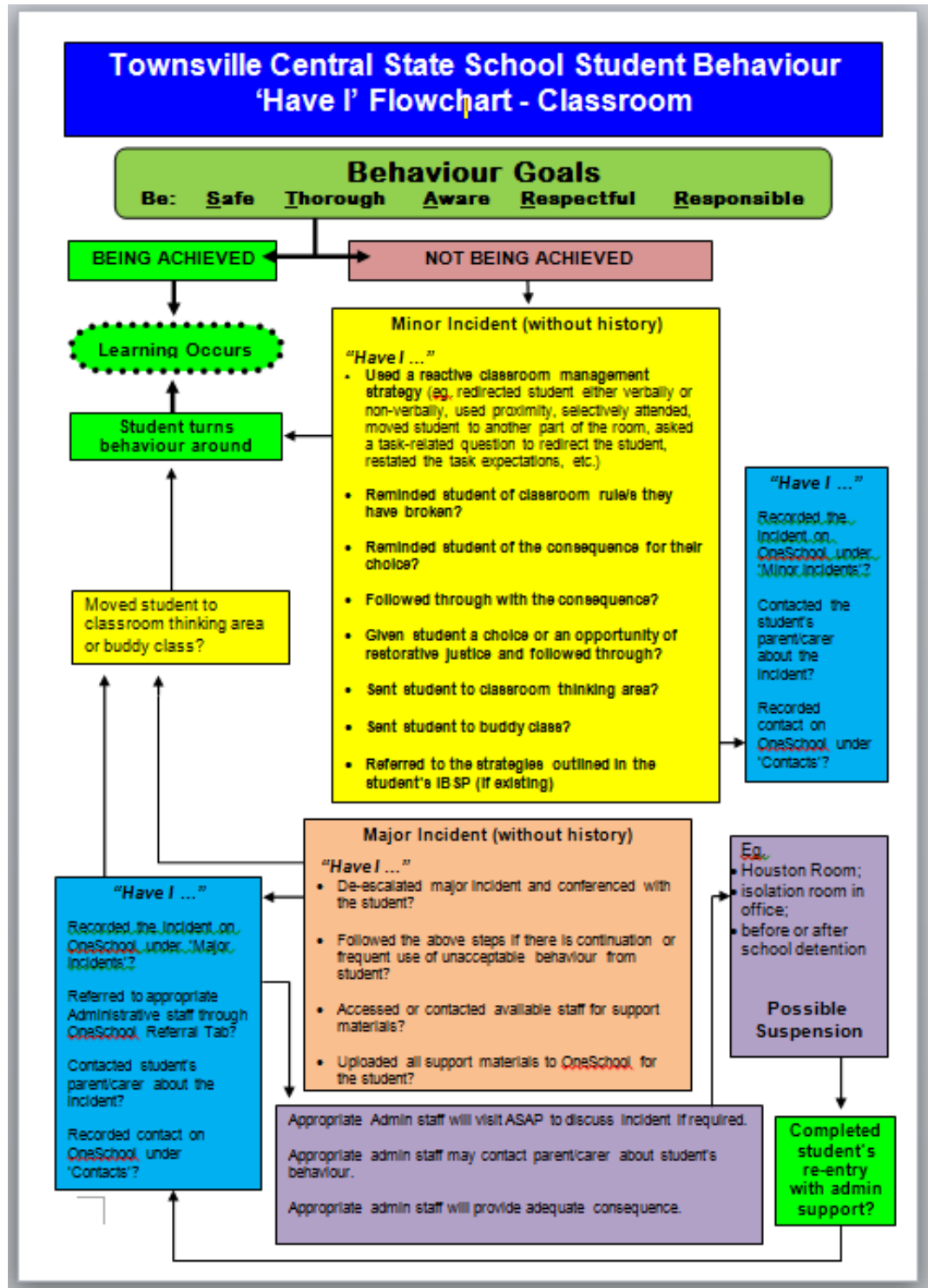
A small number of students require extra support. Students that require behavioural support are referred to the principal and a team approach is applied. Students may get extra positive interactions with adults across the school, teacher aides, school chaplain, guidance officer, BMST, specialist support staff, other teachers, or the principal. The underlying principle is Townsville Central State School work together as a team to develop positive relationships across the school and together we all take a vested interest in the behaviour of each of our students. Parents are kept informed and are encouraged to work together with staff to improve student behaviour and meet school behaviour expectation.

Behaviour incidents are recorded on OneSchool building a behaviour profile of each student. Our classroom teachers also refer to the Townsville Central State School Student Behaviour flowchart below:



The Code of School Behaviour

Better Behaviour
Better Learning



• Intensive behaviour support

Townsville Central State School is committed to educating all students, including those with the highest behavioural support needs. We recognise students with highly complex and challenging behaviours require comprehensive and formalised systems of support. Intensive behaviour support is case managed by the principal and those staff members that form the student support team. The principal:

- works with other staff members to develop appropriate behaviour support strategies;
- engages regional staff for those students who require external support



The Code of School Behaviour

Better Behaviour
Better Learning

- communicates on regular intervals with parents and carers
- monitors the impact of support for individual students through continuous data collection;
- makes adjustments as required for the student; and
- works with parents and staff to achieve continuity and consistency.

Following referral, a team member contacts parents and staff members, including the school Guidance Officer and school Chaplain, to form a support team and begins 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 support staff and may include:

- more regular and intensive counselling with the school Guidance Officer;
- modified timetable or alternate education program;
- additional Teacher Aide support; and
- recommendations for parents/caregivers to access outside agencies for support

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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 problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

These behaviours may result in Suspension or Exclusion from Townsville Central State School.

Basic defusing strategies

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

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 problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance,



The Code of School Behaviour

Better Behaviour
Better Learning

establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

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

Debrief:

- 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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Townsville Central State School duty of care to protect students and staff from foreseeable risks of injury is met. 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. Training in positive handling for staff occurs regularly.

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 purpose 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 achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.
- Any physical intervention is preferably administered by a staff member that has participated in team teach training



The Code of School Behaviour

Better Behaviour
Better Learning

Record keeping

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

- incident report on OneSchool
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff).

6. Consequences for unacceptable behaviour

Townsville Central State School employs systematic efforts to prevent problem student behaviour by explicitly teaching and reinforcing expected behaviours on an ongoing basis.

As part of our approach, Townsville Central State School strives to teach students they are responsible for their choices and actions at all times. Students learn that consequences are a direct result of their actions. Teachers encourage students to make appropriate behaviour choices and equip them with the knowledge that consequences are a certainty for their actions. Consequences are a disciplinary measure used to warn the student that his/her choice of behaviour is inappropriate. In applying consequences, the key action for the teacher is to reflect with the student by discussing the right choices and the appropriate action that reflects school expectation.

Townsville Central State School strives to ensure that responses to unacceptable behaviour are consistent, proportionate and targeted toward the nature of the behaviour. One School is used to record all minor and major problem behaviour.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor 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 problem behaviours
- do not require involvement of specialist support staff or Administration.

Major behaviours are those that:

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



The Code of School Behaviour

Better Behaviour
Better Learning

Consequences and Behaviour Matrix for Townsville Central State School:

Level 1: Behaviours that impact the student and others' learning	Level 2: Behaviours that interfere with the learning and wellbeing of others	Level 3: Behaviours that affect an orderly environment	Level 4: Harmful/illegal Behaviours
MINOR BEHAVIOURS		MAJOR BEHAVIOURS	
<p>Safe: behaviours that threaten the health and safety of any person Thorough: behaviours that prevent the individual from achieving their best in all activities Aware: behaviours that prevent the individual from knowing what is expected in all activities Responsible: behaviours that display an individual's reluctance to meet their obligations Respectful: behaviours that reveal a lack of care and concern for the rights of others</p>	<p>All Level 2 behaviours: significantly violate the rights of others or put others at risk or harm or are extreme Level 1 behaviours</p>	<p>All Level 3 behaviours: violate SWPBS policies or are chronic Level 2 behaviours or may require Admin involvement</p>	<p>All Level 4 behaviours: violate SWPBS policies or violate ED Qld policies or laws or are chronic Level 2 or Level 3 behaviours or require Admin involvement</p>
<p>SAFE</p> <ul style="list-style-type: none"> Leaning on chair Standing on furniture Crawling or rolling on the floor Playing outside without a hat or closed-in shoes <p>THOROUGH</p> <ul style="list-style-type: none"> Not being prepared <p>AWARE</p> <ul style="list-style-type: none"> Not listening Not in line Playing at or in desk <p>RESPONSIBLE</p> <ul style="list-style-type: none"> Not following simple instructions Moving around the room during lesson Pushing work or equipment off desk Copying behaviours Whining Inappropriate use of stationery Littering <p>RESPECTFUL</p> <ul style="list-style-type: none"> Calling out during lessons Tapping ruler/pencil Tattling 	<p>SAFE</p> <ul style="list-style-type: none"> Inappropriate use of chair Poking Climbing/jumping over furniture Throwing things around the room <p>THOROUGH</p> <ul style="list-style-type: none"> Not completing set tasks <p>AWARE</p> <p>RESPONSIBLE</p> <ul style="list-style-type: none"> Refusing to begin work Destroying stationery Refusing to line up Cheating Constant talking Not returning to class on time <p>RESPECTFUL</p> <ul style="list-style-type: none"> Out of seat and interfering with others' learning Touching people or objects Talking back to an adult Lying Name calling Constant inappropriate noises Disrespect to people or property <p>Repeated Level 1 behaviours</p>	<p style="text-align: center;"><i>Also see Major Behaviour Definitions sheet</i></p> <p>SAFE</p> <ul style="list-style-type: none"> Pushing Throwing objects around the room, at students or staff Moving to an out-of-bounds area <p>THOROUGH</p> <ul style="list-style-type: none"> Repeated non-compliance <p>AWARE</p> <p>RESPONSIBLE</p> <ul style="list-style-type: none"> Leaving the lesson without permission Graffiti on school or others' property Forgery of assessment <p>RESPECTFUL</p> <ul style="list-style-type: none"> Threatening to do injury to person or property Repeated teasing, bullying or harassment Obscene hand gestures Banging on windows/walls/ doors <p>Repeated Level 2 behaviours</p>	<p>SAFE</p> <ul style="list-style-type: none"> Actions that cause physical harm Striking a staff member Fighting Drugs Weapons Spitting on others Punching, hitting, kicking, biting Inciting others to commit violence Throwing furniture Leaving the school grounds without permission Bullying (constant verbal, physical, social or cyber) Sexual harassment Throwing objects at school visitors, members of the public or vehicles <p>THOROUGH</p> <p>AWARE</p> <p>RESPONSIBLE</p> <ul style="list-style-type: none"> Stealing Forgery of parents'/guardians' signature Using school computers or networks to access illegal or banned sites Sexualised behaviours <p>RESPECTFUL</p> <ul style="list-style-type: none"> Swearing at a staff member Vandalising school or others' property Threatening to do injury to person or property <p>Repeated Level 3 behaviours</p>

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem 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 changes need to occur to their behaviour in order to meet expected school behaviour.

Should problem 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 problem behaviour



The Code of School Behaviour

Better Behaviour
Better Learning

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

7. Network of student support

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

- Parents;
- Peer Support Leaders;
- Teachers;
- Support Staff;
- BMST
- Administration Staff;
- Guidance Officer; and
- School Chaplain.

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

- Disability Services Queensland;
- Child and Youth Mental Health;
- Queensland Health;
- ACT for Kids
- Life without Barriers
- Department of Communities, Child Safety and Disability Services;
- Police;
- Local Council.

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.

Townsville Central 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 students' age, gender, disability, cultural background, socioeconomic situation and their emotional state; 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; and



The Code of School Behaviour

Better Behaviour
Better Learning

- receive educational and environmental adjustments appropriate to their learning and/or impairment needs.

Consequences for breaking the rules or breaching the code of conduct may vary according to a number of factors. These may include:

- Age and gender of the student;
- Disability;
- Cultural background;
- Socioeconomic situation;
- Emotional state;
- Previous behaviour record;
- Severity of the incident;
- Amount of reliable evidence;
- Degree of provocation;
- Intent of the action;
- Honesty and perceived level of remorse.

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
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- Safe Supportive and Disciplined School Environment
<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-disciplined-School-Environment.aspx>
- Inclusive Education
<http://ppr.det.qld.gov.au/education/learning/Pages/Inclusive-Education.aspx>
- Enrolment in State Primary, Secondary and Special Schools
<http://ppr.det.qld.gov.au/education/management/Pages/Enrolment-in-State-Primary,-Secondary-and-Special-Schools.aspx>
- Student dress Code
<http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx>
- Student Protection
<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>
- Hostile People on School Premises, Wilful Disturbance and Trespass
<http://ppr.det.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises,-Wilful-Disturbance-and-Trespass.aspx>
- Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions



The Code of School Behaviour

Better Behaviour
Better Learning

<http://ppr.det.qld.gov.au/corp/governance/Pages/Police-and-Child-Safety-Officer-Interviews-with-Students,-and-Police-Searches-at-State-Education-Institutions.aspx>

- Acceptable Use of Department’s Information Communication and Technology (ICT) Network and Systems

[http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-\(ICT\)-Network-and-Systems.aspx](http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-(ICT)-Network-and-Systems.aspx)

- Managing Electronic Identities and Identity Management

<http://ppr.det.qld.gov.au/corp/ict/management/Pages/Managing-Electronic-Identities-and-Identity-Management.aspx>

- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

<http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx>

- Temporary Removal of Student Property by School Staff

<http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx>

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [Peer Support Foundation](#)

Endorsement

Principal

P&C President

Assistant Regional Director

Date effective:

from to