TAGAI STATE COLLEGE

Responsible Behaviour Plan for Students

based on The Code of School

2013 -2015
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TAGAI STATE COLLEGE

Responsible Behaviour Plan for Students

2013-2015

based on The Code of School Behaviour

Date effective: December 2012

from 2013 to 2015
1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Tagai State College is an amalgamation of 18 individual campuses across 16 island communities. The collaboration between these communities acknowledges an expressed commitment to work together to deliver quality educational outcomes within a safe, respectful, supportive and disciplined environment, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Responsible Behaviour Plan (RBP) for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our College is effective and students can participate positively within community. Learning is maximised when students work and play in a safe and supportive environment that actively focuses on the development and reinforcement of positive pro-social behaviours. This plan sets out the behavioural expectations we have for all students and the processes that are used to maintain a safe, supportive and disciplined school environment.

This plan applies to all students while they are attending or engaged in campus-related activities, excursions or camps.

2. Consultation and data review

- SWPBS implementation has been widely communicated to students, staff and parents in all Tagai communities.
- The revised Responsible Behaviour Plan for Students 2013-15 has been informed by the implementation of the Tagai Schoolwide Positive Behaviour Support (SWPBS) process.
- The revised Responsible Behaviour Plan for Students 2013-15 has been workshoped at the Tagai Head of Campus Forum in August 2012.

This Plan was endorsed by the Executive Principal, the Chair of TSIREC and Regional Executive Director and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

The staff at Tagai State College believe that productive learning and positive behaviour are thoroughly linked. Effective learning takes place when all members of the school community – students, staff, parents and visitors - acknowledge and abide by a set of fundamental expectations.

Tagai State College endorses a whole school approach to promote, encourage and support appropriate behaviours in all students.

Tagai State College Behaviour Expectations

At Tagai State College we are

PROUD LEARNERS who are RESPECTFUL, RESPONSIBLE and SAFE.

To facilitate this approach, the College has implemented the School-wide Positive Behaviour Support (SWPBS) framework. An essential component of the SWPBS framework is the belief that positive behaviour needs to be explicitly taught. The rollout of School-wide Positive Behaviour Support processes is co-ordinated/guided by the Tagai SWPBS Leadership Team.
Tagai State College’s Behaviour Expectations are aligned with the values, principles and expected standards outlined in Education Queensland’s “The Code of School Behaviour”. Acknowledging students for meeting our expectations is also a crucial factor in reinforcing their use of positive and pro-social behaviours. Some students however, require extra support in both teaching and reinforcing such behaviour. Therefore teaching and support interventions are **Universal** (for all students), **Targeted** (for those requiring extra support) and **Intensive** (for a smaller number of students with more challenging or persistent inappropriate behaviour). These levels are described in more detail in the following section.

**Beliefs about a Safe, Supportive, Disciplined School Environment**
The Tagai State College community adheres to “The Code of School Behaviour” and believes a safe, supportive, disciplined school environment is one where:

- all members of the College community feel safe and valued, are able to fully achieve their potential and students have the right to learn in a co-operative environment free from disruption.
- all individuals want and deserve respect.
- all members of the College community are responsible for their own behaviour. Behaviour is learned and is the most needs satisfying choice at the time. Poor behaviour choices provide an opportunity for teaching and learning.
- positive and proactive school practices develop students to be self-managed and responsible citizens.
- social and academic learning outcomes are maximised for all students through quality practices in curriculum including explicit instruction, through quality interpersonal relationships and through school organisation.
- restorative practices are employed where relevant.
- tolerant, non-judgemental attitudes are maintained.
- mutual respect, co-operation and fair treatment helps to build relationships and promote positive mental health and well being for all students. See Appendix 2 Tagai State College Building Relationships Model
- consistent, non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community.
- school practices involve a planned continuum of support.
- consequences are supportive, fair, logical, consistent and aim to restore and strengthen students’ relationships with the school community.
- the strengths of all members of the College community need to be built on rather than operating on a deficit model.
- parents/carers have a right to expect their children will be educated in an environment of care, courtesy and respect for the rights of others
- parents/carers have a responsibility to support the College in its efforts to maintain a positive learning environment.
Beliefs about Teaching and Learning

All areas of Tagai State College are learning and teaching environments. We believe the teaching of behaviour, social and emotional skills are essential to maximising every student’s potential in their academic success and participation in the wider community.

Tagai State College has a unified commitment and vision across the campuses. The practical application in each campus will vary to reflect the campus context.

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

- Universal behaviour support

In order to promote our shared vision of a supportive school environment, Tagai State College implements a range of strategies to develop, support and recognise appropriate behaviours in all students. Through SWPBS a range of proactive and preventative strategies is implemented to create and maintain supportive learning environments. The Tagai State College Behaviour Expectations Matrix (Appendix 1) outlines the expected behaviours and social skills needed in the learning environment. Induction in the Tagai Responsible Behaviour Plan for Students is delivered to new students as well as new and relief staff.

The College recognises the need to identify key positive, preventative and responsive actions to respond to three (3) broad categories of student behaviour:

- Universal whole College approach for students with little or no behaviour-related difficulties (80-90%).
- Targeted additional support and timely intervention on some occasions (10-15%).
- Intensive support and/or flexible learning options to assist students in their learning (2-5%).

The systematic teaching of Behavioural Expectations

At Tagai State College we emphasise the importance of explicitly teaching and modelling expected behaviours. These expectations are taught and communicated to students through:

- use of the explicit teaching and learning cycle to teach social and emotional skills including You Can Do It (YCDI) Education.
• focussed lessons and activities as determined by analysis of data.
• re-enforcement of pro-social skills by all staff.
• teaching differentiated behaviour routines and skills as required by data and case management processes, enabling the necessary supports for students across classroom and non-classroom settings.
• use of positive language, Mina Pawa, Debe Tonar. (Appendix 3)
• building positive relationships.
• promoting and using restorative practises. (Appendix 4)

Whole school acknowledgement systems that recognise and reinforce positive behaviours
A crucial component of our Responsible Behaviour Plan is the acknowledgment and recognition of students’ positive behaviours, either on an individual or on a group level and a continuum of positive consequences to encourage and maintain appropriate behaviours. The form this will take will vary from classroom to classroom and campus to campus, although all staff will ensure that such recognition is age appropriate and is achievable for all students. See Appendix 5 for examples used in Tagai State College campuses.

Acknowledgement systems are:
Free and Frequent - used every day eg praise, smiles, non-verbals, stickers, tokens etc given often when a student displays appropriate behaviour in any campus setting. Free and Frequent Acknowledgements have the purpose of reinforcing expected behaviours, building a positive and respectful relationships and creating a happy environment in which to work.
Examples at Tagai State College include Gotchas, Essential Skills in Classroom Management use of praise.
Short term - have the purpose of building positive relationships, motivation and shaping behaviour. Often involve extrinsic rewards with a known criteria base.
Examples at Tagai State College include Student of the Week Awards/Certificates.
Long and Strong - has the purpose of building intrinsic motivation and self-regulation. Students are able to set goals and work towards achieving these goals which may be month, term or semester long goals e.g. end of term party for class with the highest attendance.

Whole Campus Managing Student Behaviour System
Approaches to unacceptable behaviour used in the campuses of Tagai State College include:
• Restorative conversations and practices,
• Responsible Thinking Process questions,
• Choice Theory questions
Our preferred way of re-directing minor problem behaviour is to have the students involved participate in a restorative practise eg Restorative Chat.
Teachers may also ask the student to think of how they might be able to act more respectfully, more responsibility, more safely or are they acting in a way they are proud of? 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 expectation of our College/campus community.

One method that staff members might use to achieve this is to have students:
• say what is 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 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. Within the Tagai State College Responsible Behaviour Plan for Students 2013-2015 each campus of the College is able to differentiate and contextualise their proactive and preventative processes and strategies for developing positive behaviour for their students. See Managing Student Behaviour Flowchart. Appendix 6.

Levels of Behaviour are a regular way in which campuses and classroom teachers encourage and support appropriate student behaviour. Levels of behaviour may be linked to other campus or classroom processes including determining which student are eligible for leadership positions, excursions and representing the school etc. Where levels are a system within the campus, descriptors of the level and regular discussions with the student and skilling of students will be implemented to develop behaviours and routines to enable success and improvement.

**Targeted behaviour support**

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and intervention of targeted support is team based, designed to prevent or minimise the occurrence of inappropriate behaviour and to support the student’s learning of skills and strategies to enable more appropriate behaviour choices. The development of an individualised plan of support is a collaborative process. The support plan outlines a shared commitment to changes, behaviour objectives and support strategies.

**Support implemented by Teachers**

If students require extra support in developing effective work habits and relevant social skills, the teacher’s initial actions can include

• relationship building through one-to-one discussion / exploration of the problem and individual goal-setting.
• differentiation of curriculum tasks, or one-to-one curriculum support with either the teacher or teacher-aide.
• encouraging and reinforcing on-task behaviour by acknowledging the student when they use appropriate actions (eg. a “catch them good” approach).
• use of a classroom recognition/incentive program to encourage appropriate actions.
• working closely with parents/carers if the problems persist.
• use of restorative chat or other restorative practises.

Teachers may keep an *anecdotal record* of both the student’s behaviour and the support offered in order to gauge when more extended support is required through the Campus Educationally At Risk Student’s (CEARS) process. The teacher will record specific behavioural incidents using the Minor Problem Behaviour Monitoring Form (Appendix 12). Major behaviour incidents are to be recorded on One School for record keeping and data collection purposes. This documentation also serves to facilitate the referral process for extended support. See Appendix 6 Managing Student Behaviour Flowchart.
The CEARS group can include relevant members such as:

- Classroom teacher/s
- Guidance Officer
- Advisory Visiting Teacher/s
- Peer Skills Facilitators
- Youth Health Nurse
- Elders
- School Community
- You Can Do It Champions
- Campus Management Team
- HOSES
- Transition Support Officers
- Family Liaison Officers or similar
- Community Police, Adopt-a-Cop
- External Agency Partners
- Visiting therapists

**Extended Support**

When a student’s minor problem behaviours continue to disrupt the learning of others or begins to challenge the safe and respectful tone of the classroom or playground environment, more extended support will be put into place. Campus staff will refer the student to Head of Campus or delegate and/or make a formal referral to the CEARS group for case management. Supporting documentation including anecdotal notes, behaviour records, and academic data will assist in developing support plans for the student. Parent/Carer involvement and consultation may be necessary in the developing and providing this support. Parents are to be informed of the support being offered including what support is offered, the goals of the support and on-going progress.

Teachers will receive formal feedback on the outcome of this initial referral. The support plan will be lodged on Specific Educational Requirements tab on One School. The student would be participating in general class routines, but would be receiving additional support, which may include, but are not limited to one or more of the following interventions:

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<thead>
<tr>
<th>Classroom Environment</th>
<th>Work with Student</th>
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<td>• Modification to classroom practices (including curriculum and group social skillling)</td>
<td>• Formal assessment</td>
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<td>• Support to the teacher to implement modified/revised behaviour management strategies</td>
<td>• Counselling support</td>
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<td>• Individualised social-skilling</td>
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<td>• Preventative group programs</td>
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<td>• Progress meetings with Mentor, HOC, Elder or case manager.</td>
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<td>• Outreach services from NGO’s</td>
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<td>• Work with mentor, peer mentor, Elder</td>
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Preventative group activities are designed to develop specific social and emotional skills, literacy and numeracy skills as required. These preventative programs are developed and delivered according to the needs and resources available in the particular campus community. Examples of such programs include:

- cultural activities: dancing, singing, artefact making and men’s and women’s business activities.
- Drumbeat
- Peer Helpers.
- gardening projects
- blended learning (online learning, Distance Education programs blended with mainstream education)
### Intensive Behaviour Support

“At risk” students require more intensive behaviour support. The student is considered to be “at risk” of (a) significant educational underachievement and/or (b) significantly disrupting the educational outcomes of others.

Students are “at risk” if:

1. after receiving targeted support, they are still at significant educational risk due to their persistent or escalating inappropriate behaviours
   or
2. they are students whose personal, family, medical or emotional needs place them at significant educational risk.

These students are assisted in modifying their behaviours by accessing additional outside support agencies. This is intended to further refine the support already in place within the campus.

More serious behaviours which place students at risk include:

- consistent breaches of Tagai Behaviour Expectations despite support offered by the teacher and other school-based staff.
- serious acts of aggression towards peers and/or staff.
- serious and persistent bullying.
- use of drugs and other substances.
- bringing weapons including knives to campus grounds or activities.

At this stage, through collaboration with key stakeholders (including teachers, the student and family members), it is decided that additional support is now appropriate. The student is referred to the College-level, Tagai Educationally At Risk Students (TEARS) group, from which a case management team, involving specialist services, is identified. The case manager may be the HOC, HOD Student Services, Guidance Officer, a class teacher or other relevant staff member.

If a student has a verified disability and exhibits intensive behaviour support needs the SWD teacher or specialist will help the class teacher to develop the behaviour support which responds to the behaviour exhibited and teaches replacement behaviours.

Following data collection and interagency inputs, the following supports may be implemented through a revised Individual Behaviour and Support Plan, Transition Plan, Negotiated Education Plan or similar:

- guidance counselling.
- dual enrolment with Distance Education.
- recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner.
- mentor.
- alternative programing.
- supported work placement.

The individual plans developed will be reviewed on a regular basis using a Case Management model. Where required, students who are disengaged in outer island communities will be referred to Tagai’s Community Engagement Officer to case manage and develop a support plan for re-engagement in Tagai State College (or other educational institution) or transition to earning as per the Tagai’s Support for Disengaged Students system.
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 keep students and staff 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.

See Appendix 7 for de-escalation procedures

**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 or staff member.
- posing an immediate danger to him/herself or to others.

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.

**Record keeping**

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

- incident report (Appendix 8)
- Health and Safety incident record (link to be used in cases of injury or death)
- debriefing report (for student and staff) (Appendix 9).

6. **Consequences for unacceptable behaviour**

The Managing Student Behaviour Flowchart (Appendix 6) outlines responses to students who exhibit persistent minor problem behaviours or who require targeted or intensive support to meet expected behaviours of the College.

Effective consequences are those that are based on Restorative Principles and Practises. See Appendix 4. Behaviour which disregards the classroom and/or College Behaviour Expectations is an opportunity to:

- work WITH the student to take responsibility for their actions and harm caused.
- reach solutions that finalise the problem.
- strengthen student-teacher, student-student, student-campus relationships.
- assist the student's development of social learnings.

Consequences are an opportunity for teaching and learning and differ from punitive practises. Punishment does not teach new skills.
If consequences are imposed by staff in response to inappropriate behaviour then the consequences will be known, clear, fair, reasonable and logical consequences for the behaviour. Consideration will be given for individual student circumstances and the student’s ability to meet the consequence imposed.

Consequences follow student behaviour, and serve to either increase or decrease student behaviour. Effective consequences preserve the student’s dignity, their motivation and increased their internal locus of control i.e., students see the link between what they do and what happens.

Consequences work best when they are: (1) clear and specific, (2) directly related to rules and procedures (3) arranged in a hierarchy and (4) natural and logical.

The corrective strategies frequently used by teaching and administration staff, as well as the types of consequences implemented for failing to meet behaviour expectations or engaging in behaviour that warrants immediate corrective measures is outlined in Appendix 10.

There are 2 categories of behaviour that fails to meet expectations - minor and major. The recording of three (3) minor behaviours constitutes a major 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 including bringing knives into the campus.
- require the involvement of school Administration.

The table Problem Behaviour Classification, Appendix 11 outlines examples of major and minor problem behaviours:

Parents are aware of the range of consequences that can be applied to minor and major breaches of expectations.

Generally, the campus Administration Team and/or CEARS group will be responsible for responding to students who exhibit persistent unacceptable minor behaviour or major behaviours.

This Responsible Behaviour Plan for Students also covers travel to and from school and when travelling for school activities on bus, train, ferry or plane. The Code of Conduct for School Students Travelling on Buses is available on Tagai State College website. Similar expectations of student behaviour and consequences will be applied for other modes of transport.

**Procedures for managing serious and/or persistent inappropriate behaviour utilising School Disciplinary Absences**

Some students may persist in using inappropriate behaviour and/or engage in a serious breach of the Responsible Behaviour Plan for Students despite the above support processes and responses to
problem behaviour. In this event, the Head of Campus, Deputy or HOD Student Services determines School Disciplinary Absence - suspension or recommendation for exclusion. This decision will take into consideration the College’s Responsible Behaviour Plan, any existing support plan already in place for the student, the Education Act, the relevant Department of Education Manual modules and school records. Examples of more serious breaches (both in and out of the classroom) include:

- consistent fighting with intent.
- consistent bullying.
- persistent breaches of the Responsible Behaviour Plan for Students 2013-2015 despite provision of intensive behaviour support.

School Disciplinary Absences can be:

1 – 5 day suspension
6 – 20 day suspension
Recommendation for exclusion as determined by Executive Principal, Tagai State College.

If a student is on a 6-20 day suspension, the HOC works closely with the relevant personnel to provide an alternative program.

Note: Use of suspension/exclusion may be considered immediately in cases of a serious breach of the Responsible Behaviour Plan for Students which endangers the safety/welfare of others. Breaches that warrant this level of consequence include:

- use of weapons.
- arson.
- prohibited substances.
- physical aggression resulting in significant harm to another person.
- conduct which is detrimental to the good order and conduct of the school.

7. Network of student support

When behaviour is inappropriate, programs will be negotiated involving relevant personnel for support and guidance. Students will be supported in the YUMI way in their learning through the following school network. Each campus of Tagai State College will have differing internal and external support networks.

The following lists of internal and external networks are indicative of possible community resources, not prescriptive of each community.

Internal Networks include:

- Classroom Teachers
- School Administration
- Head of Department (HOD)
- Student Leaders
- Community Education Counsellor
- P&C Association
- Police Liaison Officer
- Elders
- Chaplain/Student Welfare Officer
- Teacher Aides
- Librarian
- Malu Os staff
- Guidance Officer
- School Based Youth Health Nurse
- Teacher Aides
- You Can Do It Champions
- Peer Skills Facilitators
- RATEP Teacher and students

Tagai State College is also able to access support to students through the following external networks. These government and community agencies work closely with the parents/caregivers, teacher/s and the support personnel from within the campus.
External Networks include:
• Department of Child Safety
• Department of Communities
• Child & Youth Mental Health
• Sports and Rec
• Youth Support Coordinator
• Established interagency networks
• Island Councils and Managers
• TAFE
• Community groups eg Lifeline
• TSIREC

• Police
• Queensland Health
• Disability Services Qld
• Defence Forces
• Community Elders
• Community Justice Group
• Local Arts and Crafts groups
• Vocational and Training groups
• YESS Transition Officers
• Local clergy

8. **Consideration of individual circumstances**
Tagai State College endorses the need for an equitable approach in decision-making regarding consequences. Consequences for breaching Tagai State College’s Responsible Behaviour Plan may vary according to a number of factors including:
• age.
• severity of the incident.
• degree of provocation.
• perceived intent of the action.
• previous behaviour record.
• medical consideration.
• disability.
• emotional state.
• context in which situation occurred.
• amount of reliable evidence.
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 and the process of natural justice must be observed. For anyone who believes they have been unfairly treated there are procedures to be followed to resolve the matter. In the first instance, students should ask for a restorative meeting to explain their view to the teacher or staff member in a polite and respectful manner.

If the student still believes they have not received fair treatment, they should put their case to another adult (parent, other staff member such as the Guidance Officer or campus administrator) for further review with those involved. The final decision maker is the Head of Campus. In the case of an extended suspension or recommendation to exclude a student, an appeal process is available via the Executive Principal as per Education Queensland’s Complaints and Appeals process.

Campuses of Tagai State College consider 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.
• recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time.
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socioeconomic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs.
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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related departmental 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

School Wide Positive Behaviour Support  
http://www.pbis.org

National Safe Schools Framework  
National Safe Schools Framework
National Safe Schools Framework Resource Manual

Bullying  
Bullying. No way! Working Together resources for schools
Cybersafety and schools resources
Take a Stand Together
National Centre Against Bullying http://www.ncab.org.au/

You Can Do It Education  
www.youcandoit.com.au

MindMatters  

Code of Conduct for School Students Travelling on Buses  

Restorative Practices  