Harris Fields State School

Responsible Behaviour Plan for Students

1. Purpose

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

Harris Fields State School’s Responsible Behaviour Plan for Students focuses on developing a supportive school environment where all members of the school community feel valued, respected and safe. We believe it is vitally important to extend and demonstrate respect for others. In turn, we expect to be treated with respect and dignity by others.

Positive quality interpersonal relationships and proactive rather than reactive school practices are fostered. Appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

Harris Fields State School promotes the skills of responsible self-management through implementation of the responsible thinking process and School-Wide Positive Behaviour principles and practices. Self-discipline is a learned process and is achieved through a disciplined program that incorporates the principles of Perceptual Control Theory. Students learn to be responsible for their own behaviour.

Positive academic outcomes for all are maximised through quality practices in the development of an inclusive, engaging and differentiated curriculum. Harris Fields State School values and respects the rich cultural diversity of the school community and attempts to ensure equity by addressing barriers to participation and achievement.

2. Consultation and data review

The Responsible Behaviour Plan for Students at Harris Fields State School was written in consultation with the whole staff, students, Parents and Citizens Committee and the wider community. Feedback and critical review was encouraged by all stakeholders.

As part of the consultation process, an ongoing review of the following is maintained:

- Attendance
- Unexplained absences
- Suspensions and exclusions
- Behaviour incidents (eg. Bullying – including cyber bullying).

3. Learning and behaviour statement

Responsible Behaviour is essential to a disciplined learning environment where the rights of all students to learn, the rights of teachers to teach and the rights of all to be safe are evident.

At Harris Fields we believe students are capable of achieving a high standard of personal achievement and behaviour. Responsible self-management and the demonstration of respect through appropriate behaviour when participating actively in the school’s education program is expected. Cooperation with staff and others in authority as stated in the Code of Behaviour is also expected.

We recognise the importance of promoting, fostering and transmitting values to all students and that education is as much about building character, as it is about equipping students with specific skills. (National Framework for Values Education in Australian Schools.)
The Harris Fields State School community believes in a whole school approach to behaviour management which addresses the rights and responsibilities of all its participants. We aim to provide the best possible climate for teaching, learning and playing in an environment where children can feel safe and be happy.

We have implemented the School-Wide Positive Behaviour (SWPB) program and have identified our school rules which are:

1. Be respectful
2. Be safe
3. Be a learner

We are committed to providing a supportive school environment that maximises the educational opportunities and outcomes for every student.

**A supportive school environment is one where:**
- all members of our school community feel safe and are valued
- learning outcomes are maximised for all through high standards and exemplary practices
- behaviour management procedures include a planned continuum from positive to preventative actions for all students
- non-violent, non-coercive and non-discriminatory language practices are encouraged, modelled and reinforced by all members of the school community.

Our philosophy for a supportive school environment is embedded within our school culture and is reflected in our code of behaviour.

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

To facilitate the development of acceptable standards of behaviour in creating a caring, productive and safe environment for learning and teaching to occur, a whole school approach to fostering responsible behaviour has been established in line with the principles of School-Wide Positive Behaviour.

**Universal behaviour support**

The following processes underpin the strength of the supportive school environment:

- Open communication with the school’s community on *The Code of School Behaviour* and the school’s *Responsible Behaviour Plan for Students*.
- The development of mutual respect, constructive communication and positive quality relationships within the school community.
- The provision of a balanced, relevant and engaging curriculum.
- Explicit and scheduled teaching of rules and behavioural expectations.
- The promotion of the skills needed to develop responsible self-management.
- The development of quality learning and teaching practices.
- The induction of new students and staff to the Responsible Behaviour Plan.
- The provision of professional development for all members of the school community.
- Opportunities for parents to be involved with activities that promote and reinforce acceptable behaviour.
Proactive and preventative whole-school strategies:

The following proactive and preventative whole-school strategies have been developed to foster mutual respect and to encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

Positive Behaviour Awards:

Verbal praise, certificates, awards and class privileges will be some of the strategies used by all staff to recognise students who follow the school rules and display appropriate expected behaviours aligned with our School-wide Positive Behaviour Support processes.

School-wide Positive Behaviour Support is being implemented across the school to provide proactive strategies for students in whole class, small groups and individuals to support students demonstrating higher than average rates of problem behaviours.

Proactive Classroom Practices:

- Negotiated class rules generated through class discussions/meetings.
- Visual display of rules and frequent revisiting of rules.
- Continuous focus on self management through the modelling of appropriate social interactions.
- Reinforcement of positive behaviour through praise and encouragement.
- Clearly communicated fair and reasonable expectations.
- Acknowledgement of success.
- Modelled respectful relationships with all members of the school community.
- Open communication with parents.
- Teaching social skills.
- Provision of a quality, inclusive curriculum to address individual needs.

Organised Games Program:

Older students are trained in teaching younger students games in the playground. These games include skipping, ball games and traditional playground games. An allocated area is utilised for specific year levels. The focus is for year 1 – 3 students to develop independence in responsible play.

Anti-Bullying Awareness

Anti-bullying and assertiveness training lessons are taught in the classroom through social skilling and School-wide Positive Behaviour Support. To further reinforce the importance of maintaining a culture that actively promotes non-violence, students are exposed to role play situations and problem solving scenarios.

Our school community has a number of programs to combat bullying and harassment, including:

- Support Room Referral
- Parent/caregiver contact
- Behaviour advisory team (BAT) referral
- Parent/caregiver contact
- Individual behaviour management
- Report to the police and/or other external agencies
- Suspensions (1-20 days)
- Exclusion from the school
Major / Serious Misbehaviours

The following are considered to be serious breaches of our behaviour code. Offenders will be immediately referred to the support room or administration. A list of possible consequences for unacceptable behaviour can also be found in the consequences for unacceptable behaviour section of this plan.

- Disrespect for teachers or other adults
  - Answering back
  - Blatant disobedience
  - Insolence
- Theft, damage, and/or vandalism to property - trees, playground equipment, buildings and contents, other children’s property
- Fighting, intimidation, bullying, continual teasing that constitutes harassment (sexual, physical, racial, verbal)
- Dangerous play - throwing or playing with stones, sticks etc.
- Possession of dangerous or banned objects and illegal substances e.g. knives, cigarettes, lighters etc.
- Leaving school grounds without permission
- Severe disruption to others’ learning
- Swearing/abusive language directed at other students or staff.

Mobile phones are not allowed at school. If a parent requires a student to have a mobile phone, the student must bring it to the office when he/she arrives at school and may collect it at the end of the school day.

Targeted Behaviour support

Each year a small number students at Harris Fields State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students 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. Students who require targeted behaviour support work with their classroom teacher and the principal and their parents to develop an individual behaviour plan.

Individual Social Skilling

Individualised social skill programs are offered to students who are identified with specific needs. These programs, and are may facilitated by the support room staff, or staff from external agencies, such as YFS conducted at negotiated times with the classroom teacher. Focus skills include: alternatives to aggression, friendship making, anger management, developing positive self-esteem and assertiveness training in response to bullying.

Intensive behaviour support

Students identified as requiring intensive behaviour support are those who continue to exhibit challenging behaviours that significantly affect the safety and well-being of themselves and other students.

The Support Room

The Support Room promotes responsible, safe, on-task behaviour. A teacher aide staffs the support room.
When a student chooses not to follow the rules at Harris Fields, the teacher asks a series of questions in an attempt to refocus the student. If the student continues to demonstrate the inappropriate behaviour, the student will be referred to the support room.

On entering the support room, when the student is genuinely ready to make a commitment, a member of the support room team works with the student to develop a plan, verbal or written, to re-enter the classroom.

When the plan is completed, it is signed, dated and scanned to the school’s OneSchool data system. This is available to the classroom teacher, along with a feedback desk plan (if appropriate). This additional plan provides immediate feedback of the target behaviour to the student from the classroom teacher. The classroom teacher is an integral partner in the behaviour process.

Everyone is expected to demonstrate respect to people and property.

Teachers have a right to teach and students have a right to learn. Behaviour management is a part of effective learning and teaching and is a shared commitment and responsibility of all members of the school community.

Students who misbehave in the classroom or the playground will be provided with support in developing more appropriate plans for managing themselves. The support team will provide support for students who are referred for inappropriate behaviour through the School-wide Positive Behaviour Support process.

Students who have persistent difficulty managing their behaviour may be referred, through the support room to a positive leaning centre (PLACE or STEPS) or the Bardon Road Behaviour Support Program for intensive program and support. The student still remains enrolled at Harris Fields State School if accessing one of these programs.

Students and their families also have access to support from the school’s Guidance officer and Family Centre where services are provided by a family therapist from Youth and Family Service, or through small group activities.

Communication

When a student has visited the support room three times, the classroom teacher notifies the parent/caregiver. A member of the administration staff conduct interviews with parents/carers if further referrals are made to the support room.

Harris Fields State School values working cooperatively with parents in supporting their child’s ability to function successfully in the school setting. The Code of School Behaviour states that parents/carers are expected to maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour.

Data Collection

Data collection and analysis of behaviour data is crucial in identifying and hence supporting students ‘at risk’. Data is collected through the OneSchool system.

Daily data entries of support room referrals are made. Details of referrals are analysed and recorded to provide a comprehensive history of individual students. Recommendations that support positive intervention and provide educational support are made.

Intensive behaviour support processes that respond to unacceptable behaviour and support continued learning engagement include:

- Support through the support room processes
• Individualised social skilling
• Time-out facility
• Counselling with guidance officer
• Individual behaviour plans developed with teacher and parent
• Invitation to attend parenting program
• Support from behaviour advisory teacher/team (BAT). Inclusion into proactive programs led by BAT
• Recommendation to parents to access outside agency i.e. child and youth mental health, family therapy, counselling agencies or general practitioner
• Referral to Bardon Road behaviour unit for short term behaviour support (Year 1-4)
• Referral to PLACE behaviour facility (Year 5-7)
• Support from police youth liaison officer/Adopt-a-Cop
• Youth and family services

5. Emergency responses or critical incidents

The school has developed a critical incident plan that is to be used in the event of any critical incident occurring at the school. A copy is available at the office.

At Harris Fields State School we have formally developed emergency procedures e.g. Fire evacuation and lockdown procedures. Practices/drills are carried out every term for all staff and students as a way of reinforcing these procedures in the event of a real emergency.

Records are kept as per requirements (e.g. Incident report, debriefing report, health and safety record) for all emergency situations or critical incidents involving physical intervention by an adult staff member.

Notification processes and record of contact with parent of student/s who are involved in an emergency situation or critical incident involving severe problem behaviour are all recorded on One School.

6. Consequences for unacceptable behaviour

Whilst the focus at Harris Fields is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and require more stringent management steps.

Consequences - Classroom

When the rights of others are interfered with by another person, it is expected that an effort is made by this person to correct his/her inappropriate behaviour. We expect all children to take responsibility for their actions and that consequences apply for their inappropriate actions in a classroom. If a child fails to observe the rights of others the following consequences will ensue –

1. Verbal reminder
2. Time out in own class/support room
3. Referral to support room (parents telephoned if 3 or more incidents)
4. Note made on student file in OneSchool
5. Parents will be asked to attend a meeting after sixth visit to support room to construct a collaborative behaviour management plan.

Students in class who are very disruptive and/or display dangerous behaviours will be issued with a referral and sent to the support room or administration. Suspensions from school may be applied.

Consequences - Playground
Children have the right to play in a safe environment and school rules apply. If a child fails to observe the rights of others the following consequences will ensue –

1. Verbal reminder
2. Time-out within visual range of teacher on duty
3. Walk and talk with the teacher
4. Referral to support room (parents telephoned if 3 or more incidents)
5. Note made on student file in OneSchool
6. Parents will be asked to attend a meeting after sixth visit to support room to construct a collaborative behaviour management plan.

**Minor/Major/Serious Misbehaviours**

Students in the playground who are very disruptive and/or display dangerous behaviours will be issued with a referral and sent to the support room or administration. Suspensions from school may be applied. Students who are suspended may have term privileges withdrawn e.g. school excursions.

The following tables provide possible consequences for the range of behaviours that can be exhibited by students.

The school administration maintains the right to increase or decrease the consequences depending on the circumstances surrounding a particular incident.

The following list is not meant to be exhaustive. Other behaviours not dealt with in this table will be dealt with as required by the school’s preferred methods of behaviour management and with firmness, fairness and consistency.

**MINOR OFFENCES**

Minor offences are dealt with in the first instance by the classroom teacher. Consistency and the certainty of consequences are critical at this stage. If the little things are looked after effectively then the big issues are more easily handled or may never occur at all.

<table>
<thead>
<tr>
<th>Inappropriate Behaviour – Minor</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Not attending class</td>
<td>• Warning</td>
</tr>
<tr>
<td>• Late for class</td>
<td>• Time Out</td>
</tr>
<tr>
<td>• Out of uniform</td>
<td>• Referral to Support Room</td>
</tr>
<tr>
<td>• Class disruption, off task behaviours, interference with other students, inappropriate noise</td>
<td>• Contact parents</td>
</tr>
<tr>
<td>• Refusal to follow instructions</td>
<td>• Make up time</td>
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<td></td>
<td>• Seating plan</td>
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<tr>
<td></td>
<td>• Counselling</td>
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<tr>
<td></td>
<td>• Parent contact – on third referral to the support room</td>
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<td></td>
<td>• Peer support/mentoring</td>
</tr>
</tbody>
</table>

**MAJOR / PERSISTENT OFFENCES**

When minor classroom behaviour persists in spite of all efforts, the matter is deemed to be persistent and in need of support from services available outside the classroom. Offences, deemed to be persistent are dealt with as a matter of cooperation between the classroom
teacher, support room teacher and or the deputy principal or principal. Schools use a range of consequences that are authorised by Education Queensland which include:

- Suspension
- Exclusion

These consequences are to be used after consideration has been given to all other responses.

<table>
<thead>
<tr>
<th>Inappropriate Behaviour Major / Persistent</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Persistent:</strong></td>
<td></td>
</tr>
<tr>
<td>- Not attending class</td>
<td>- Support room referral</td>
</tr>
<tr>
<td>- Class disruption</td>
<td>- Individual behaviour management plans</td>
</tr>
<tr>
<td>- Bullying</td>
<td>- Special seating plan</td>
</tr>
<tr>
<td>- Disobeying instructions / directions</td>
<td>- Time out (in class, support room)</td>
</tr>
<tr>
<td>- Disrespect</td>
<td>- Buddy Class</td>
</tr>
<tr>
<td>- Theft, vandalism, fighting, assault of another student, dangerous play</td>
<td>- Check in, Check out</td>
</tr>
<tr>
<td>- Leaving school grounds without permission</td>
<td>- Conflict resolution</td>
</tr>
<tr>
<td>- Unacceptable moral behaviour</td>
<td>- Peer support/mentoring</td>
</tr>
<tr>
<td></td>
<td>- Parental contact</td>
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<tr>
<td></td>
<td>- Suspensions (1-20 days)</td>
</tr>
<tr>
<td></td>
<td>- Behaviour support referral</td>
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<tr>
<td></td>
<td>- Guidance officer referral</td>
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<tr>
<td><strong>Non-Attendance or Truancy:</strong></td>
<td></td>
</tr>
<tr>
<td>Unauthorized Absences includes:</td>
<td></td>
</tr>
<tr>
<td>- Whole or part day/s without parent/school permission</td>
<td>- Contact parents</td>
</tr>
<tr>
<td>- Continual late arrival without permission</td>
<td>- Support room referral</td>
</tr>
<tr>
<td>- Leaving school grounds without appropriate permission</td>
<td>- Referral to administration / deputy principal or principal</td>
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<tr>
<td>- Leaving classroom without permission</td>
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</tr>
</tbody>
</table>

**SERIOUS OFFENCES**

The following breaches of the code of conduct are considered very serious. In general they will be dealt with by the deputy principal or the principal.

<table>
<thead>
<tr>
<th>Inappropriate Serious Behaviours</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal, physical, sexual, emotional abuse of a staff</td>
<td>- Immediate referral to deputy principal or principal</td>
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<tr>
<td>Behaviour</td>
<td>Consequence</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>member or a fellow student. Includes bullying and/or persistent disrespect</td>
<td>• 1 – 20 day suspension depending on seriousness of the offence</td>
</tr>
<tr>
<td></td>
<td>• Proposal to exclude for repeated offences or extremely serious incidents</td>
</tr>
<tr>
<td></td>
<td>• Referral to police by administration only</td>
</tr>
<tr>
<td>Graffiti/Vandalism</td>
<td>• Referral to administration</td>
</tr>
<tr>
<td></td>
<td>• Parent contact</td>
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<td></td>
<td>• Suspension 1 – 20 days</td>
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<tr>
<td></td>
<td>• Referral to police by administration only</td>
</tr>
<tr>
<td>Association with, possession of and/or use of illegal substances or object, including smoking.</td>
<td>• Immediate referral to administration</td>
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<tr>
<td></td>
<td>• Suspension 1 – 20 days</td>
</tr>
<tr>
<td></td>
<td>• Proposal for exclusion if repeated offences</td>
</tr>
<tr>
<td></td>
<td>• Referral to police</td>
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<td></td>
<td>• Referral to guidance officer</td>
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<tr>
<td>Possession and/or use of a dangerous object (E.g. Matches, lighter, pocket knives etc).</td>
<td>• Immediate referral to administration</td>
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<tr>
<td></td>
<td>• Suspension 1 – 20 day as appropriate</td>
</tr>
<tr>
<td></td>
<td>• Proposal for exclusion if repeat offence or for a very dangerous object</td>
</tr>
<tr>
<td></td>
<td>• Inform parents</td>
</tr>
<tr>
<td></td>
<td>• Contact police if appropriate</td>
</tr>
<tr>
<td>Unsafe behaviour in the playground, classroom and on excursion</td>
<td>• Referral to administration</td>
</tr>
<tr>
<td></td>
<td>• Inform parents</td>
</tr>
<tr>
<td></td>
<td>• Withdrawal from playground</td>
</tr>
<tr>
<td></td>
<td>• Suspension 1 – 20 days</td>
</tr>
<tr>
<td></td>
<td>• Loss of privilege/s of future excursions and or parents attend future excursions with student.</td>
</tr>
</tbody>
</table>

**SUSPENSION**

The principal may suspend the student from the school for a period of 1-5 days. If the principal is satisfied the behaviour was so serious that the suspension should be longer than 5 school days, a suspension of not more than 20 school days will occur.

The principal may suspend a student from the school under the following circumstances:

a) disobedience by the student

b) misconduct by the student

c) other conduct that is prejudicial to the good order and management of the following school.

Careful consideration will be given to each suspension. After a thorough investigation is conducted into the facts of the incident, it will be at the principal’s discretion to make an informed decision as to the consequences for the behaviour of the student.

**PROPOSAL FOR EXCLUSION**

A principal may propose exclusion of a student from the school under the following circumstances:

a) disobedience by the student
b) misconduct by the student

c) other conduct that is prejudicial to the good order and management of the following school

if the student’s disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

Prior to the formal exclusion process, the principal may impose a behaviour improvement condition where a student’s behaviour warrants grounds for exclusion. The principal may decide that the student's continued attendance at Harris Fields State School is subject to the student complying with a behaviour improvement condition for the challenging behaviour and requires the student to undertake a behaviour management program. The program must be:

- 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

A student may be excluded if they are in breach of Behaviour Improvement Conditions.

**Confiscation of property**

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student’s school bag) unless they have the student’s consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student’s property without the student’s consent or the consent of the student’s parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student’s consent to search school property such as lockers or desks being used by the student.

**7. Network of student support**

Intense intervention requires a support team approach. This requires involvement of the school principal or deputy principal, the support room, the classroom teacher, a member of the Behaviour Advisory Teacher (BAT) team, the guidance officer, youth and family
services, a special needs or learning support teacher (if deemed appropriate) and the parent/carer of the student.

Meetings with parents and support personnel to case conference and develop a individual behaviour plan are conducted in the student’s best interests. *The Code of School Behaviour* states that parents/carers are expected to contribute positively to behaviour support plans that concern their child.

The network for support at Harris Fields State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff
- School administration
- Parents
- School guidance officer
- District senior guidance officer
- Behaviour advisory team (BAT)
- Police liaison officer
- Youth and Family services
- Special needs action committee (SNAC)

The SWPBS Tier II committee provides support to students who require more targeted or intensive support. The committee may consist of the learning support and special education staff, school guidance officer, the deputy principal or principal and relevant teachers.

Government agencies such as the local Child Youth and Mental Health Service, Department of Communities, Queensland Health services and Queensland Police Service also work closely with the school to provide support when necessary.

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifeline</td>
<td>13 11 14</td>
</tr>
<tr>
<td>Salvation Army Community Centre Logan</td>
<td>3808 2564</td>
</tr>
<tr>
<td>Department of Communities</td>
<td>13 74 68</td>
</tr>
<tr>
<td>Logan Central Child Safety Service Centre</td>
<td>3380 6200</td>
</tr>
<tr>
<td>Behaviour teacher/Guidance Officer</td>
<td>3387 1222</td>
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<tr>
<td>(Harris Fields State School)</td>
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</tbody>
</table>

8. **Consideration of individual circumstances**

Consequences for breaking the rules or breaching the school’s responsible behaviour plan for students vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record
- Disability
- Amount of reliable evidence

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 will be considered at all times.

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

**Related policies**

- 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

**10. Some related resources**

- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](http://www.valueseducation.edu.au))
- MindMatters ([http://www.mindmatters.edu.au](http://www.mindmatters.edu.au))
Endorsement

Principal

P&C President

Assistant Regional Director

Date effective:

from 21st June 2013 to 21st June 2016

The Code of
School Behaviour
Better Behaviour
Better Learning

Queensland Government
Education Queensland