Southport Special School

Responsible Behaviour Plan for Students

1. Purpose

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

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

Outlining a school wide set of expectations for behaviour management allows our students, staff and parents to collaboratively work towards a common goal. Consistency is important, for all students, but particularly for students with disabilities. This plan will endeavour to promote consistency across the school.

2. Consultation and data review

Southport Special School developed this plan in collaboration with our school community. Consultation with parents, EQ therapists, Autism Queensland staff, school staff and students was undertaken through survey distribution, feedback in communication books and individual meetings held during throughout 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was originally endorsed by the Principal, the President of the P&C and (Executive Director (Schools)) in November 2009, and has been reviewed in 2012 as required in legislation.

The school is a School Wide Positive Behaviour Support school (SWPBS). The behaviour plan will be reviewed and updated in 2017 to reflect changes in the behaviour support.

3. Learning and behaviour statement

All areas of Southport Special 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, life skills and therapy-based 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 Southport Special School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.
Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be kind
- Be a learner.

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

At Southport Special School, we adhere to what is widely accepted as being best practice in the teaching of students with disabilities with a school wide commitment to the theory and practice of Positive Behaviour Support (PBS).

Positive Behaviour Support (PBS) is a set of evidence-based strategies used to increase quality of life and decrease problem behaviour by teaching new skills and making changes in a person's environment (www.apbs.org). The theory and practice of PBS differs significantly from other approaches to behaviour management in that it is:

- Collaborative
- Data driven
- Educativ
- Reinforcement-based

In line with our belief in the principles of Positive Behaviour Support, we recognise that there are many variables, both internal and external, that can affect student behaviour. Specifically, we support positive student behaviours with three key proactive strategies that are considered pivotal to successful behaviour support. The three Proactive Strategies are:

1. **Ecological Strategies** - identification of environmental factors that may trigger negative behaviours and make changes to those environments to avoid or address such triggers.
2. **Positive Programming** - teach skills and competencies to facilitate behavioural changes for the purpose of social and community integration.
3. **Focused Support** - use specific strategies such as differential reinforcement procedures and stimulus-based procedures to bring about rapid changes in problem behaviours.

The following excerpt was taken from Education Queensland's definition of the PBS theory, and we believe it provides the most effective rationale for the continued implementation of PBS practice in our school.

1. "Traditional" approaches to behaviour "management" usually focus on students' problem behaviour, whereas PBS focuses on the needs that students are trying to meet by using the particular behaviour.
2. "Traditional" approaches focus on stopping student problem behaviour through the use of punishment – often consequences that are undesirable to the student – whereas PBS focuses on actively teaching the student replacement behaviours that allow students to get their needs met in more efficient and socially acceptable ways, and on rewarding students for demonstrating appropriate behaviour.
3. "Traditional" approaches often leave alterations to the teaching and learning environment out of the equation, assuming that the student must
change in order to accommodate the environment. In contrast, PBS focuses on changing the behaviour of adults, and on building environments that make the learning of replacement behaviours more effective and durable.

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

- Universal behaviour support
  The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Southport Special 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 whole school behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

  In keeping with our beliefs about learning and behaviour we believe that our students respond best to positive reinforcement. Positive behaviours are established through modifying the student’s environment and teaching new skills while responding effectively to problematic behaviours.

  To achieve positive behaviours, staff actively teach social competencies and skills in structured lessons. Active teaching of specific behaviours sustained by the modelling of desirable competencies is the underlying structure. All staff in all settings promote the development of positive behaviours.

At Southport Special School our whole school approach to behaviour management is based on a foundation of preventative and proactive measures as evidenced in the following practices:

- The provision of a balanced, relevant and engaging curriculum that effectively caters for the individual needs of our student population.

- A commitment to professional development for all teaching and non-teaching staff to ensure the implementation of the best practices in Special Education is continued throughout our school.

- Frequent collaboration across both the school and professional community to ensure that consistency and continuity of school-wide PBS occurs with all relevant stakeholders.

- Comprehensive induction programs in the Southport Special School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.

- Recognition of positive student behaviour in the context of whole school assemblies with the awarding of certificates and rewards issued by administration and other school staff.

- Age appropriate social skills, self-regulation and human relationships programs implemented and taught in all classes.

- Students can use Personal Technology Devices with approval from the Principal.

- All staff are responsible for Preventing and Responding to Incidents of Bullying.
Responding to unacceptable behaviour at a whole school level

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

Our preferred way of redirecting low-level problem behaviour is to ask students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

• Targeted behaviour support
Each year a small number students at Southport Special 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.

The following procedures have been put in place throughout Southport Special School for students that require additional behaviour support:

• The creation of a “mini lock down” procedure which involves a message being paged over the loud speaker to staff. This coded message indicates to staff members that a student in the senior school is posing a risk to the safety of others and therefore all students will need to be taken into a locked classroom until the all clear is signalled.
• Several students in the school require individualised support for eating and playtimes. This assistance is provided wherever needed to minimise the risk of problem behaviour occurring in large group settings.

• Intensive behaviour support

Individual Positive Behaviour Support Plans
If a student is identified as exhibiting a high incidence of challenging behaviours, a positive behaviour support goal (Horner et al, 1990) is included in the child’s IEP. From this goal an Individual Positive Behaviour Support Plan (IPBSP) will be developed.

The Individual Positive Behaviour Support Plan outlines a systemic approach to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours. The process of developing the Plan brings together parents, professionals and the student (where appropriate) to consider the student’s current level of performance and to determine needs and priorities. It promotes:

• Shared responsibility
• Consensus about behavioural and educational goals of the student
• Focus on a small number of key behaviours
• Collective accountability for outcomes
• Opportunity for communication.
Current “best practice” focuses on non-aversive behaviour management strategies to effect change in behaviour. Educative approaches, including ecological manipulation and positive programming, are most beneficial to the development of appropriate behaviour.

The process we use to develop an IPBSP is derived from the Multi-element Model of LaVigna and Willis (1995). The model consists of five inter-dependent phases:

1. **Background Information**: Teachers collect comprehensive information about the student’s medical, disability, school and behavioural history.

2. **Functional analysis of behaviour**: The incidence, description and antecedents of the problem behaviour are analysed and a hypothesis about the function of the problem behaviour is formulated.

3. **Intervention planning**: This is the process whereby the strategies and tactics to be employed are explored and decided upon by the team and involves the development of a multi-element plan on which is recorded the Ecological Strategies, Positive Programming, Focused Support and Situational Management strategies deemed appropriate for the student in the light of the background data collected and the functional analysis of behaviours. This intervention plan is included in the IPBSP.

4. **Intervention implementation and review**: The process whereby staff are trained, and the IPBSP is implemented, monitored and reviewed.

5. **Intervention evaluation**: This occurs at specified times and ensures that assessment of the IEP goal and IPBSP takes place.
The Behaviour Support Process Model  
(LaVigna & Willis, 1995).

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<tr>
<th>Phase 1</th>
<th>Background information</th>
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<td>Details of student's disability, health and medical status</td>
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**The Implementation of the IPBSP Process**

IPBSP will be developed for selected students where appropriate during the school year. Once an IPBSP is written, the home group teacher presents the plan at a staff meeting to facilitate consistency of support for the student. The plan is implemented, data is collected, regular reviews occur and modifications are made as necessary. The suggested time frame for review is:

- informal meeting between teacher and guidance officer each term
- formal meetings twice yearly as part of the IEP or SET Plan process.

At these meetings, evaluation of the plan based upon data collected during this period is undertaken and recommendations regarding changes to the plan implemented.

If an IPBSP indicates the possible need for physical restraint or time out, further discussion and approval must occur through stakeholder's meetings.
The following table identifies suggested practices that should be consulted and considered when formulating an IPBSP:

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<tr>
<th>PROACTIVE STRATEGIES</th>
<th>REACTIVE STRATEGIES</th>
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<tr>
<td><strong>Ecological Strategies</strong></td>
<td><strong>Positive Programming</strong></td>
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<td>The most effective way to address difficult behaviours is to prevent them from occurring. This can be accomplished by changing the physical instructional and/or interpersonal environment. Change the Physical Environment.</td>
<td>Teaching new skills involves determining what the student needs to learn to replace the challenging behaviour. Therefore it is necessary to understand the purpose of the behaviour so that a replacement skill can be selected. New skills need to be functional and age appropriate.</td>
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<tr>
<td>- Rearrange furniture or materials</td>
<td>- Personal Visual Schedules with student selected reward for completing agreed task</td>
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<td>- Adjust space and light</td>
<td>- Short, Medium, and Long Term Schedules</td>
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<td>- Work at different locations in classroom</td>
<td>- Class negotiation of reward for completion of group activities</td>
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<td>- Remove items that make participation or transitions difficult</td>
<td>- School Reinforcement Systems;</td>
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<td>- Seat students for safety and participation</td>
<td>- Intermittent differential rewards from Principal.</td>
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<tr>
<td><strong>Adapt the Instructional Environment</strong></td>
<td><strong>1. Student grabs classmate at recess.</strong> Purpose: To get classmate's attention. Teach the student to tap classmate on shoulder.</td>
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<td>- Change the difficulty, amount, or sequence of work</td>
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<td>- Use appropriate instructional methods (e.g. visual strategies, concrete materials)</td>
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<td>- Allow student choice, control and predictability of routines</td>
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<td><strong>Change the Interpersonal Environment</strong></td>
<td><strong>3. Student runs out of the classroom.</strong> Purpose: To get something - a drink of water. Teach student using PECS to request a drink using drink symbol.</td>
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<td>- Alternate people in routines</td>
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<td>- Teach classmates how to interact successfully with student</td>
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<td>- Provide choices throughout the day</td>
<td><strong>5. Students interacting with each other aggressively.</strong> Purpose: Don’t know</td>
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<td>- Increase opportunities for positive attention from adults and peers</td>
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<td>- Give the student</td>
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<td>valued roles and responsibilities</td>
<td>appropriate ways to interact. Teach appropriate non-aggressive interactions using motivating sporting contexts – teach appropriate social interactions using “Skill Streaming”</td>
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<td>These changes can prevent the behaviour from occurring so that the student will experience successful interaction and participation. Through preventative efforts, our attention is focused on creating a positive learning environment versus waiting for the behaviour to occur and then responding.</td>
<td>6. A student becomes agitated and self harms in a particular situation. Purpose is anxiety and fear resulting from situation. Teach alternate responses using a social story.</td>
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### 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.

**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, 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...)

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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 Nonviolent Crisis 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.

Nonviolent Crisis Physical Intervention may be used by trained staff to ensure that Southport Special School’s 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, removing potentially dangerous objects and, in extreme situations, using the “team control position” (trained and experienced staff members only).

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- all other strategies taught in Nonviolent Crisis Intervention have been tried
- the underlying function of the behaviour.

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

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

Any Nonviolent Crisis 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:

- Oneschool incident reports
6. Consequences for unacceptable behaviour

Southport Special School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All major behaviour incidents are documented via the incident reporting tab in the One School Portal.

It is important to utilise non-aversive strategies in assisting students who demonstrate behaviour challenges. Examples of natural, logical, non-aversive consequences include:

- Distractions e.g. telling a joke, other forms of humour
- Diversions e.g. sending student on an errand
- Capitulation e.g. "I've changed my mind, we'll do it later"
- Recognition of the student's emotions e.g. "I can see you are upset, how can I help you to ..."
- Use of 'I' messages e.g. "I feel really sad when you..."
- Closed questions e.g. "Do you like it when no-one will play with you because they know you hit them?"
- Less time for preferred activities
- Non-participation in a scheduled activity due to unsafe behaviour
- Letter or call of concern to parent/carer
- Time working in a separate environment
- Restitution - 'if you make a mess, you clean it up' etc.
- Not achieving rewards
- Tactical ignoring provided the behaviour does not have a communicative intent
- Non-aversive crisis management including active listening and stimulus change.

The school recognises that owing to the compounding factors of a disability, families often encounter difficulties managing their children. The school values positive partnerships with family members and other agencies, and recognises that achieving positive student behaviour is very difficult without focused mutual support.

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

Given that Southport Special School caters for individuals with special needs, it is very important that staff consider the nature of intent when responding to problem behaviour. While some of our students may consciously intend to engage in a challenging behaviour, the majority of our students use behaviour as a means of communicating something to others in their environment. Many of our students are non-verbal or have limited means of communication.
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.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Major behaviours may result in suspension or a request for exclusion. If suspension is used, the suspension time is to be used to:

- Obtain programming information and strategies for when the student returns to school
- Discuss changes in any medical interventions which may result from parent discussions with medical practitioners
- Hold stakeholder’s meetings to determine student needs and any readjustment of programming

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 they will do to change their behaviour in line with expected school behaviour.
Should a 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**
At Southport Special School staff members authorised to issue consequences for problem behaviour 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 redirects their behaviour or consequences are applied for problem behaviour.

7. **Network of student support**

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

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Agencies (CP League etc)
- Senior Guidance Officer
- School Based Youth Health Nurse

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

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

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.

Southport Special 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
• 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 socio-economic 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

List any related resources identified. This could include:
• National Safe Schools Framework
• National Safe Schools Framework Resource Manual
• Working Together resources for schools
• Cybersafety and schools resources
• Bullying. No way!
• Take a Stand Together