Calamvale Special School

Student Code of Conduct 2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

Purpose

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

The Calamvale Special School Student Code of Conduct is designed to facilitate whole school systemic implementation of a pedagogical approach, which supports high standards of behaviour and learning approaches. This facilitates effective learning and teaching in our school so that students can participate positively within our school community.

Its purpose is to facilitate high standards of behaviour from all in the school community, to ensure learning and teaching in our school is prioritise and that there is a safe, positive place for students to achieve success and staff enjoy a safe workplace.

Contact Information

Postal address:	29 Nottingham Road Calamvale Qld 4116
Phone:	07 3712 5555
Email:	calamvalespecialschool@eq.edu.au
School website address:	calamvalespecialschool.eq.edu.au
Contact Person:	Susan Howell (Principal)

Endorsement

Principal Name:	Susan Howell
Principal Signature:	
Date:	2020

P/C President Name:	Natalie Cupitt
P/C President Signature:	
Date:	2020

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Principal's Foreword

Calamvale Special School is committed to providing student focused program options for every learner. With student learning at the centre of everything we do, at Calamvale Special School our commitment is to plan for each child's participation in meaningful education focussing on our school's priorities:
Engage: personalising to their strengths and interests each learner's educational experience
Relate: enabling learners to successfully engage with others in in socially authentic experiences
Communicate: create environments that are responsive to the unique communication styles of every learner

These priorities have been influential in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

We offer a bespoke and flexible curriculum implementation to meet the learning needs of each learner based on student progress data. Each child's program will be unique to them and designed to build successful learning opportunities based on their current knowledge, skills and understanding. We will provide the level of support and teaching they require across cognition, communication and personal and social domains through a wide range of curriculum and pathway program options.

Our Student Code of Conduct details the approaches school staff take to educate students; about how students are explicitly taught the personal and social capabilities they require; and the expected behaviours for success as members of our community. It also provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. Finally, it details the decion making steps to supporting and managing behaviour and the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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P&C Statement of Support

The Calamvale Special School P&C Association endorses the Student Code of Conduct 2020-2023. We believe the principles and processes outlined in the document will support a positive and safe learning environment for students, staff and visitors to the school. We applaud the student-focused and personalised approach of the Student Code of Conduct and it is pleasing to see that it considers the individual needs of the school's diverse group of students.

The Student Code of Conduct 2020-2023 supports the school-wide expectations of responsible behaviour. We are Safe, We are Learners and We are Kind have already become important messages throughout the whole school community and it is great to see that these are reflected in the document. We support the school policies on the removal of student property, the use of mobile phones and other technology, the approach to preventing and addressing incidents of bullying and the appropriate use of social media.

The Calamvale Special School P&C Association believes that the Student Code of Conduct 2020-2023 reflects community values and school priorities. We acknowledge the work of all staff involved in the development and consultation process and thank them for their efforts. The P&C Association is confident the Student Code of Conduct 2020-2023 will meet the needs of Calamvale Special School and we are pleased to support the document.

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Consultation

The consultation process used to develop this Student Code of Conduct began on the pupil free days in January 2020. All staff were provided with a detailed overview of the requirements for the document; along with thorough explanations of all relevant policies and procedures that had influence on and relevance to producing the document. Staff were initially provided a blank Student Code of Conduct prompt document, along with a full exemplar document and the Calamvale Special School (CSS) Responsible Behaviour Plan 2018. Those aspects of the current CSS Responsible Behaviour Plan 2018 which still held relevancy and value for our community were identified and incorporated into this Student Code of Conduct.

Experienced teaching staff provided detailed and explicit content knowledge and advice. During term 2, all parents were provided with an electronic copy of the current CSS Responsible Behaviour Plan through the school newsletter, along with information to guide their decision making on relevancy and meaningfulness; and an invitation to provide feedback on adjustments and refinements they considered purposeful.

The drafting of the CSS Student Code of Conduct was undertaken during term 2 and 3. At the commencement of term 4, the drafted document was provided to the P&C and a detailed presentation and consultation occurred at the first P&C meeting of the term. The finalised document was distributed to all families and school members through school newsletter; school website; email and information sessions provided during term 4 2020.

All staff will be provided with a detailed presentation of the Student Code of Conduct at the commencement of 2021.

New families to the school are provided with a copy of the CSS Student Code of Conduct on enrolment and information sessions during transition to school meetings.

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Learning and Behaviour Statement

All areas of Calamvale Special School are learning and teaching environments. We consider the Student Code of Conduct (SCC) to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our SCC outlines our values, principles and beliefs for facilitating positive learning behaviours and responding to behaviours that interfere with the rights and safety of others. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Calamvale 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.

At Calamvale Special School we believe that positive behaviour is taught through the enactment of the Personal and Social Capabilities continuum, that includes approaches such as explicit teaching of lessons, development of consistent routines and procedures; teaching communication, social understanding and emotional regulation; modelling and reinforcement of positive behaviours and the development of productive relationships.

Values underpinning student behaviour and learning at Calamvale Special School include:

- Safety and dignity for all members of the school community
- Personalised approaches to learning based on sensitivity to diversity and individual difference
- Respectful, productive relationships

Principles underpinning student behaviour and learning at Calamvale Special School include:

- All students access an intended curriculum that is responsive to individual student needs, motivating, challenging and engaging.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents, the wider school community and other support agencies contribute to positive behaviour in schools.
- Responses to student behaviours of concern must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

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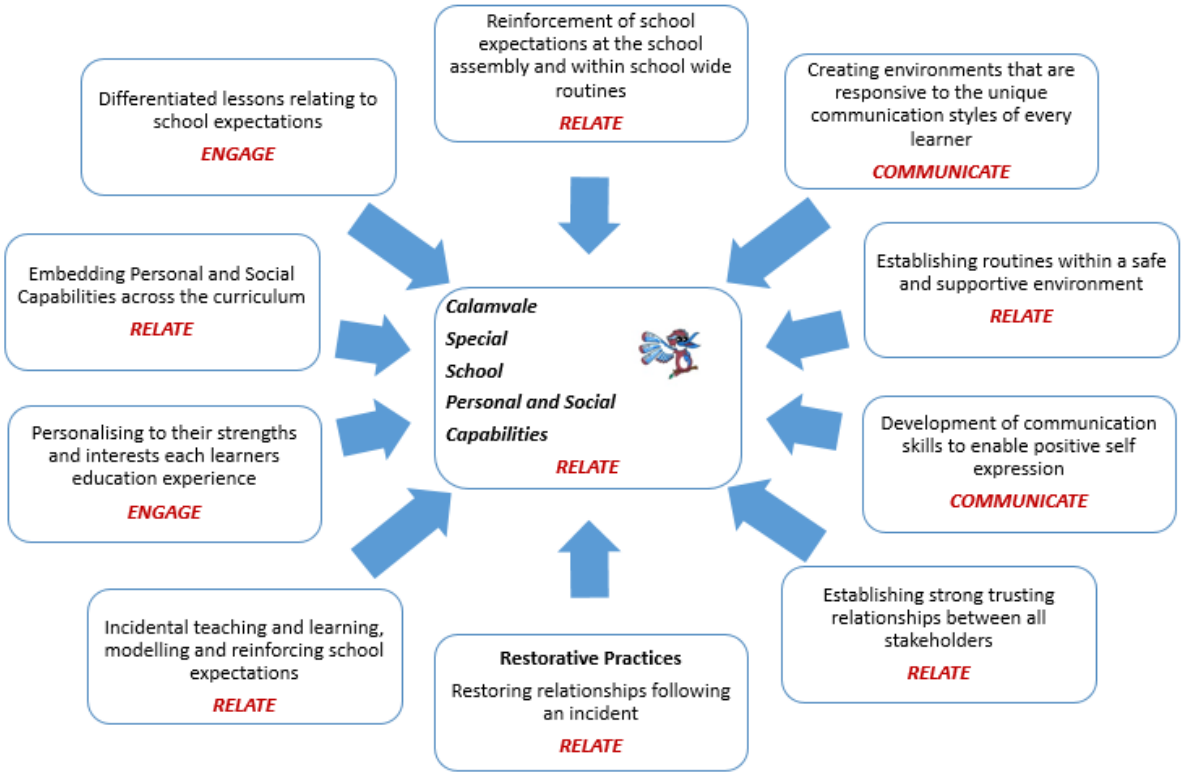

It is acknowledged that students who are at very early development phases of learning with unintentional and early intentional communication behaviours are not yet engaging with curriculum content. Their learning is focussed on developing early communication behaviours and this approach should be adopted in the continuum of learning experiences. Students at this phase of learning should be offered a range of learning experiences that allow them to develop an enjoyment for learning (We are Learners), an awareness of safety and wellbeing (We are Safe) and an awareness, interest and tolerance for others in their environment (We are Kind).

This Student Code of Conduct outlines our system for teaching and learning positive behaviours, teaching students skills to minimise the likelihood of problem behaviours and responding to behaviours that challenge. Through our school plan shared expectations for student behaviour are explicitly and clearly stated. Calamvale Special School aims to create and maintain a nurturing, positive and productive learning and teaching environment, where ALL school community members are valued and have clear and consistent understanding and expectation of their role in personalised learning approaches.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour holistically:

- **We Are Safe**
- **We Are Kind**
- **We Are Learners**

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Students at Calamvale Special School are supported through positive teaching and learning programs and a system of universal, targeted, and intensive behaviour supports by:

- Teachers
- Leadership team
- Support Staff
- Administration Staff
- Guidance Officer
- Therapists
- School Chaplain

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

- Regional PB4L and Student Wellbeing staff
- Senior Guidance Officers
- Access to Educational Support Plan funding for students in care
- PEO – Student Services
- Assistant Regional Director
- Paediatricians
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service
- Local Council
- Evolve

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Whole School Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Calamvale Special School we emphasise the importance of teaching students the behaviours we want them to demonstrate at school using personalised and interactive approaches to support communicative function. Communicating behavioural and learning expectations is a form of universal behaviour support - a strategy to support all students and designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

School Wide Positive Behaviour Matrix

	We are Safe	We are Kind	We are Learners
Whole school – All Settigns	• I keep my hands, feet and objects to myself • I am in the right place at the right time • I tell an adult if I don't feel safe • I use private behaviours in private places • I listen to the staff	• I use kind and friendly words • I care for myself and my belongings • I use my manners	• I am ready to learn • I follow routines and progams • I follow staff direction
Learning Areas	• I move safely • I use learning tools safely • I use furniture safely • I ask before I leave the area	• I support and encourage my classmates • I respect the rights of others to learn • I share and take turns	• I am an active learner • I ask for help • I stay on task • I do my best work • I accept leadership roles
Eating and Play areas	• I wash my hands before I eat • I eat from a clean surface • I eat my own food • I am sun safe • I use play equipment safely	• I put rubbish in the bin • I keep my area clean • I take turns and share the play equipment • I play nicely with my friends	• I can include others when I play • I can share play equipment • I can use good eating behaviours
Bathroom	• I wash my hands • I use the toilet correctly • I walk straight to and from the toilet • I flush the toilet	• I only put toilet paper in the toilet • I respect the privacy of myself and others • I clean up after myself	• I wait my turn • I return to class when I am finished
In the Community	• I stay with my group • I am road safe • I use community property safely • I follow the rules of the venue I am in • I only speak to safe people	• I am polite to people in the community • I use my manners • I am respectful of community property	• I am learning in different places • I am learning about different places • I am learning to be part of a community • I am working towards being independent
Transitions	• I walk on the path • I stop and wait at the gates • I stay with my group	• I listen to the staff • I follow the directions of the staff • I move quietly around the school • I am considerate of others	• I line up in the right place • I am learning where different places are in the school • I am learning where to go
Bus and Parent Pickup	• I stay on my seat until my name is called • I stay in the school grounds	• I take turns	• I can wait
Bus/Taxi	• I sit in my seat • I stay in my seat • I wear my seatbelt • I follow directions	• I use kind and friendly words • I follow instructions of the bus staff	• I am learning to be an independent traveller

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

- Whole school Personal and Social Capabilities curriculum units of work
- Individual Personal and Social Capabilities goals are incorporated into all curriculum units
- Reinforcement of learning at school assemblies and during incidental learning opportunities
- Visuals located in all classrooms and in common areas around the school.

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Calamvale Special School implements the following school wide proactive and preventative processes and strategies to support student behaviour:

- Behaviour expectations are displayed visually in classroom and non-classroom environments and on all school buses.
- Individual Behaviour Support Plans are developed for students with high support needs so staff can make the necessary adjustments to support these students consistently

Classroom or School Wide Adjustments to support positive behaviour:

- Disability specific requirements/ adjustments
- Communication methods with students
- Medical/dietary/ health interventions (where appropriate)
- Communicative function of behaviour and individual access to communication supports
- Levels of stimulation
- Noise levels
- Numbers and group dynamics
- Classroom routine and structure
- Seating arrangements
- Furniture and equipment

Community Environmental Adjustments to support positive behaviour:

- Medical/dietary/health interventions
- Disability specific requirements/supports
- Personal technology devices and communication aids
- Choosing community situations that will enhance appropriate behaviour.
- Choosing settings in which students can use functional skills
- Levels of stimulation with associated sensory supports
- Additional assistance to increase tolerance
- Risk assessments

Reinforcing expected school behaviour

At Calamvale Special School, communication of our key messages about behaviour provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed for students who have communicative contingency awareness. This recognition system is designed to increase the quantity and quality of positive interactions between students, peers and staff. All staff members are informed about and engaged in giving consistent and appropriate acknowledgement and rewards.

The school wide acknowledgement system includes:

- Verbal praise, Gotcha cards used as relevant
- Kookaburra awards on assembly
- Postcards home

Responding to unacceptable behaviour

Behaviour support represents an important opportunity for learning how to get along with others. In line with the school beliefs about behaviour and learning, environmental influences, positive programming and other interventions are seen to have a greater impact on positive behavioural change than consequences alone. In line with the philosophy of Restorative Practice, wrongdoing is viewed through a relational lens with an understanding that harm has been done to people and relationships. The focus is on learning how to repair the harm and making things right.

Consideration of Individual Circumstances

To ensure alignment with the *Student Code of Conduct* 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.

Calamvale 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 least restrictive consequences for breaches of the code
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
    - express opinions in an appropriate manner and at the appropriate time
    - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
    - receive adjustments appropriate to their learning and/or impairment needs
    - provide opportunities to be involved in the decision making processes
    - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

All situations will be evaluated and reviewed on an individual basis, specifically considering the students' impairment and the impacting circumstances connected to any incident. Before a decision is reached over any incident, other setting events/factors including the social context, and the social-cultural and emotional wellbeing of the student will be acknowledged and considered.

Our staff are obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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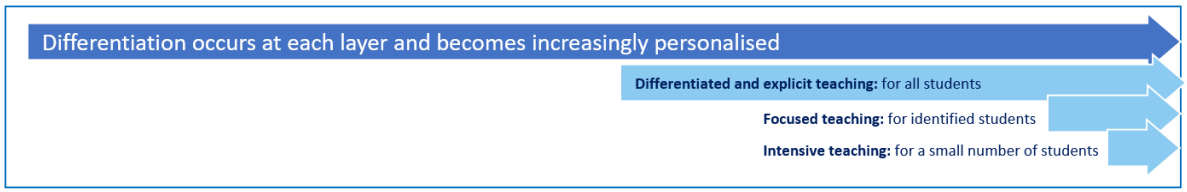
Differentiated and Explicit Teaching



Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Establishing expectations
- Cuing with parallel acknowledement
- Pre-correction (e.g. “Remember, walk safely along the path”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, line up at the gate”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Selective attending
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Redirection
- Low voice and tone for individual instructions
- Give ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Detention

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Focussed Teaching

Students not fully responding to differentiated processes and strategies may be referred for Focussed Teaching and Targeted Behaviour Supports. In most cases, the behaviours of concern may not be immediately regarded as 'severe' but the frequency of behaviours may put these students' learning and social/emotional wellbeing at risk if not addressed in a timely manner.

Students requiring focussed teaching and targeted behaviour supports are identified for support via the referral flowchart. The students may require Case Management involving:

- Development of an Individual Behaviour Support Plan which clearly outlines:
    - Risk Assessment of targeted behaviours
    - Plan for acknowledging and reinforcing appropriate behaviours
    - Planning for correction of inappropriate behaviours
    - Plan for managing critical incidents if appropriate
    - Involvement from guidance officer; therapists (particularly in circumstances of communication and sensory needs impacting upon learning)
    - Observations/classroom profiling

- Support provided through adjusted teaching and learning e.g. speech, social skills, motor programs, sensory processing supports, Intensive Interaction, adult mentoring and shadowing, targeted/small group social skilling; and

- Implementation of restorative practices.

Individual Behaviour Support Plans are to be developed by the class teacher, in consulatation with a member of the leadership team; and with input from a range of stakeholders including parents, agencies, and other support personnel as necessary. Plans should be evaluated and reviewed on a regular basis each semester and/or if changed circumstances arise.

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Risk assessment
- Functional Behaviour Assessment
- Individual student behaviour support strategies
- Leadership support
- Counselling and guidance support
- Teacher coaching
- Stakeholder meeting with parents and external agencies

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Intensive Teaching

Students not fully responding to Focused Teaching and Targeted Supports processes and strategies may be referred for Intensive Teaching and Intensive Behaviour Supports. We recognise students with highly complex and challenging behaviour needs may require a comprehensive and intensive system of support. Intensive Behaviour Supports can require both short term and crisis management to ensure the safety of all stakeholders. Additionally, long term management of cases of intensive support will involve explicit teaching of personalised replacement and desired behaviours.

For students requiring intensive behaviour support at this level of intervention additional support options may include but are not limited to:

- The plan for support may include involvement in timetabled alternative learning and support programs, intensive training in social skilling and self-management programs, intensive therapeutic support etc.
- In some exceptional cases, documented modifications to student's enrolment and attendance may be considered to enable the student to continue to experience success and positive outcomes during a targeted time in the school environment. An essential element of this plan is the provision of alternative educational activities for the student to participate in during times when education is provided in an off-campus model. It is the responsibility of the classroom teacher to provide access to alternative learning experiences and to negotiate with parents/ caregivers how this will be delivered and monitored.

- Referral to Regional Support personnel

Throughout all phases of support, we will adhere to the Department's Restrictive Practices procedures and, where absolutely necessary, will use planned physical interventions.
Any planned physical intervention will be the result of a detailed process of risk assessment, functional behaviour analysis and consultation. The planned approaches will be documented within the Individual Student Support Plan and authorised accordingly.

It is essential that adequate data and information is provided to support intervention approaches. Data sources include:

- One School reports
- Classroom behaviour data sheets
- Formal observations and/or Functional Behaviour Assessment undertaken by members of leadership team and/or Guidance Officer
- MyHR reports

School leadership team work in consultation with Regional Support to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state school sites or all state schools in Queensland for a defines period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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Disciplinary Consequences

Calamvale Special School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that students experience predictable and meaningful consequences. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Definition of consequences*

Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A principal or staff member of Calamvale Special School has the power to temporarily remove property from a student, as per the procedure
Suspension	A principal may suspend a student from school under the following circumstances: • disobedience by the student • misconduct by the student • other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. 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 • no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: • disobedience • misconduct • other conduct that is prejudicial to the good order and management of the school, or • breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

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Minor and Major behaviours

When responding to behaviour incidents, the staff member determines if the behaviour of concern is minor or major, with the following agreed understanding:

Minor behaviours of concern are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor behaviours of concern are recognised as an aspect of curriculum. The planned responses to their occurrence are considered within the teaching and learning component of the Personal and Social Capability curriculum.

A Minor behaviour incident will not generally require a OneSchool record. If a minor behaviour incident results in an injury to self or others, a OneSchool Incident report will be required. This would be the case when the behaviour can be understood within the context of the learner's disability - indicating a communication difficulty, emotional regulation challenge or act of self-expression, rather than a deliberate intent to harm self or others.

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school administration.

The following table outlines examples major problem behaviours:

This table should be considered as a guide only. In all instances, individual circumstances and contributing factors should be taken into account when determining whether a behaviour is considered to be major in nature.

Major:
• Intentional behaviours that cause physical harm* to self or orthers
• Weapons including any item which could be considered a weapon being bought to school
• Possession or selling of drugs – prescription or illegal
• Sexual harassment
• Threatening the safety of self or others
• Bullying including Cyber
• Stealing
• Wilful destruction of property including vandalism
• Inappropriate use of technology devices
• Leaving the school grounds without permission

*Physical harm refers to harm to the body e.g. bruising, fractures, cuts, internal injuries caused by physical actions including e.g. hitting, punching, throwing items

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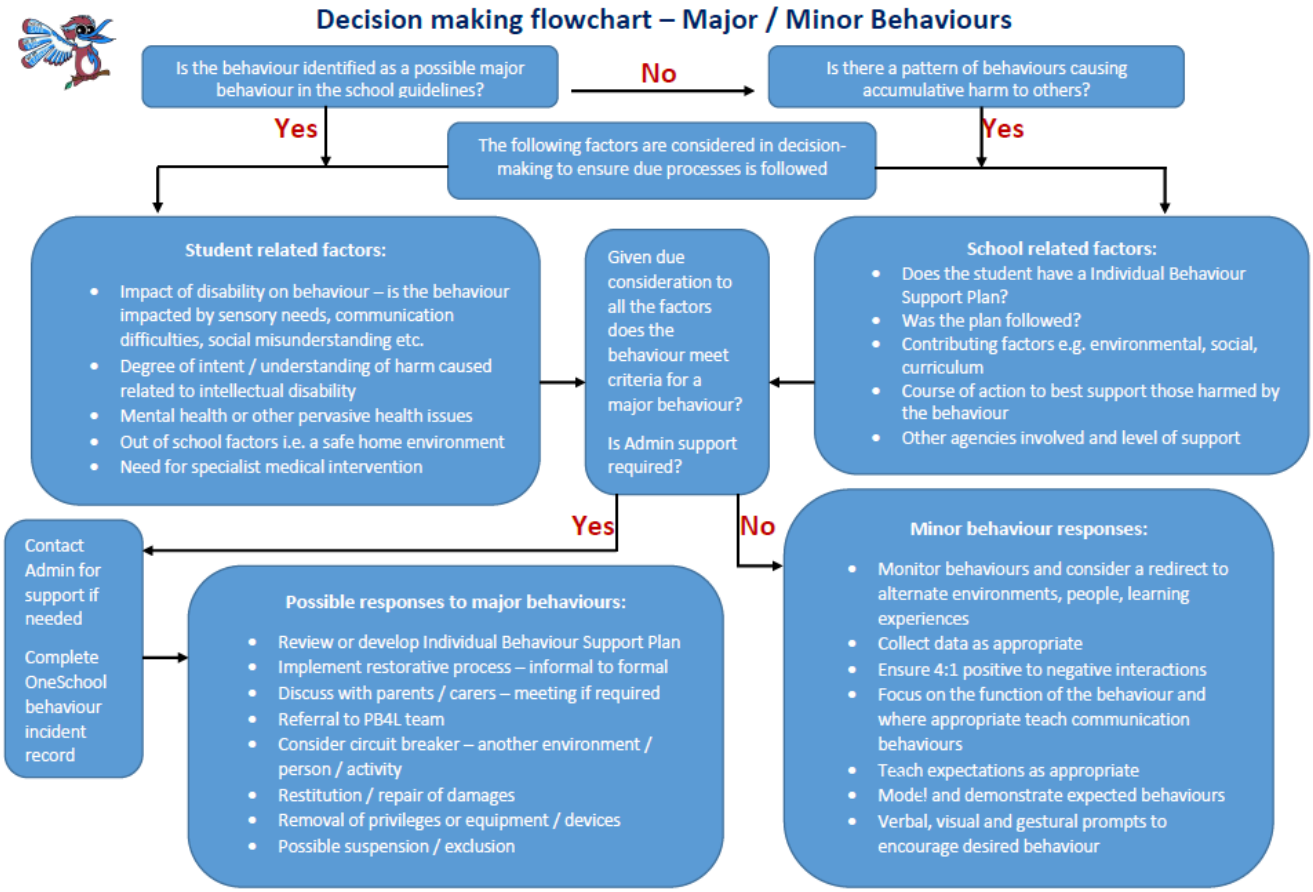
The following flowchart outlines considerations that will be taken into account in determining the appropriate response to behaviours of concern :



To support the appropriate response to major behaviours, staff will be trained in the departmental preferred intervention approaches including a range of de-escalation skills, positive listening and debriefing and personal safety.

A Major Behaviour Incident requires a report on OneSchool alerting the School Administration. In some cases where student or staff safety is at risk, staff may call for immediate assistance from the school administration team.

In the case of more serious behaviours that impact on safety and/or the good order of the school, a number of responses and/or consequences will be identified which could include in-school suspension, suspension or exclusion / cancelation of enrolment.

Upon returning from suspension, the student and at least one parent or caregiver may attend a re-entry meeting to address the issue and maintain expectations for a successful return to school.

At Calamvale Special School we value and acknowledge all students as learners. When identifying behaviour within the Minor and Major categories we consider all behaviour as developmental and communicative. Responding to behaviours will incorporate strategies/support for classroom systems, environments, essential pedagogical practices, ESCMS, routines, procedures and quality instructional leadership through a team approach.

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School Policies

Calamvale Special School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The principal of Calamvale Special School has the power to temporarily remove property from a student, as per the Temporary removal of student property by school staff procedure which outlines the processes, conditions and responsibilities for state school principals and their delegates when temporarily removing student property. The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students.

In determining what constitutes a reasonable time to retain student property, the principal or delegate will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or delegate determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Calamvale Special School and wil be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)

* No knives of any type are allowed to be brought to school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

Principal or delegate at Calamvale Special School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- 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);
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Calamvale Special School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Calamvale Special School Student Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or delegate that the property is available for collection.

Students of Calamvale Special School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Calamvale Special School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

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Use of mobile phones and other devices by students

This policy outlines the guidelines for student mobile phone users while on school premieses to ensure students' safety and right to privacy and that learning is not interrupted.

It is assumed that any child bringing a mobile phone to school needs it for safety in travelling to and from home but not during the school day.
Our stance on the possession of mobile phones at school is underpinned by the following considerations:

- Mobile phones are very expensive and highly attractive devices and therefore at risk of being stolen or used inappropriately at school
- Use of mobile phones by children can be disruptive to teaching, learning and school activities in and out of the classroom.
- Mobile phones use cellular data meaning that students can access the internet without being monitored through the school filter network.

As a result, mobile phones are not permitted in classrooms, in the playground and on excursions/camps.

Procedures

The following procedures **must** be followed when bringing a mobile phone to school.

- Phones (with the student name marked on them) are to be turned off and submitted to the office on arrival at school where they are stored safely in the Administration building
- They are to be collected at the end of the school day
- No student mobile phones are permitted on camp or on an excursion as students are in the direct care of the teachers and school staff.

* It is understood that parents have a genuine need to make urgent contact with their children. For this reason the main school phone is attended during school hours. Phone messages for students will always be relayed to the relevant student. Furthermore, the office staff will contact parents when children are sick or injured or other urgent situations arise.

* In the event that students have a mobile phone in their possession, during class time or in the playground they will be referred to the Administration team who will place the phone in security for the remainder of the day.

Normal school disciplinary consequences apply to breaches of these guidelines.

NO RESPONSIBILITY WILL BE TAKEN BY THE SCHOOL SHOULD LOSS, DAMAGE
OR THEFT OF MOBILE PHONES OCCUR

Please note:
It is recommended by the Department of Education and Training that disciplinary action (including suspension or recommendation for exclusion) be taken against any student who:

- photographs or video other individuals without their consent or who send harassing or threatening messages.
- uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute
- uses a personal technology device to record inappropriate behaviours or incidents for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting)
- breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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Students should note that the recording or dissemination of images that are considered indecent is against the law and if detected by the school will result in a referral to the Queensland Police Service.

Confiscation

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

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

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

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

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

Special Circumstances Arrangement

Permitted personal technology devices includes those devices (e.g. iPads) which are for the purpose of communication or learning and have the student's communication software / apps loaded for this purpose. These devices will be used for these purposes, in line with the child's Individual Curriculum Plan.
Students who require the use of a personal assistive technology to assist with a medical condition or other disability or for a special project will have this identified within their support provisions on OneSchool.

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

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Preventing and responding to bullying

Purpose

Calamvale Special School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:

- promoting equality and diversity
- ensuring the safety and well-being of all members of the school community.
- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures and
- encouraging achievement and attendance

There is no place for bullying in Calamvale Special School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's aims and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Calamvale SS include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- disability
- race, religion or culture
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Calamvale Special School are an addition to our already research-validated school wide behaviour support processes. This means that students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Lessons on bullying and how to prevent and respond to it is provided when the situation arises and within the contexts in which it occurs, to account for learning adjustments required for this learning to be achieved and meaningful.

Prevention

Our school wide universal behaviour support practices are maintained at all times. This will ensure that:

- Our differentiation processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- Students are familiar with the three school expectations and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have a focus on the understanding of the school expectations across contexts
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school

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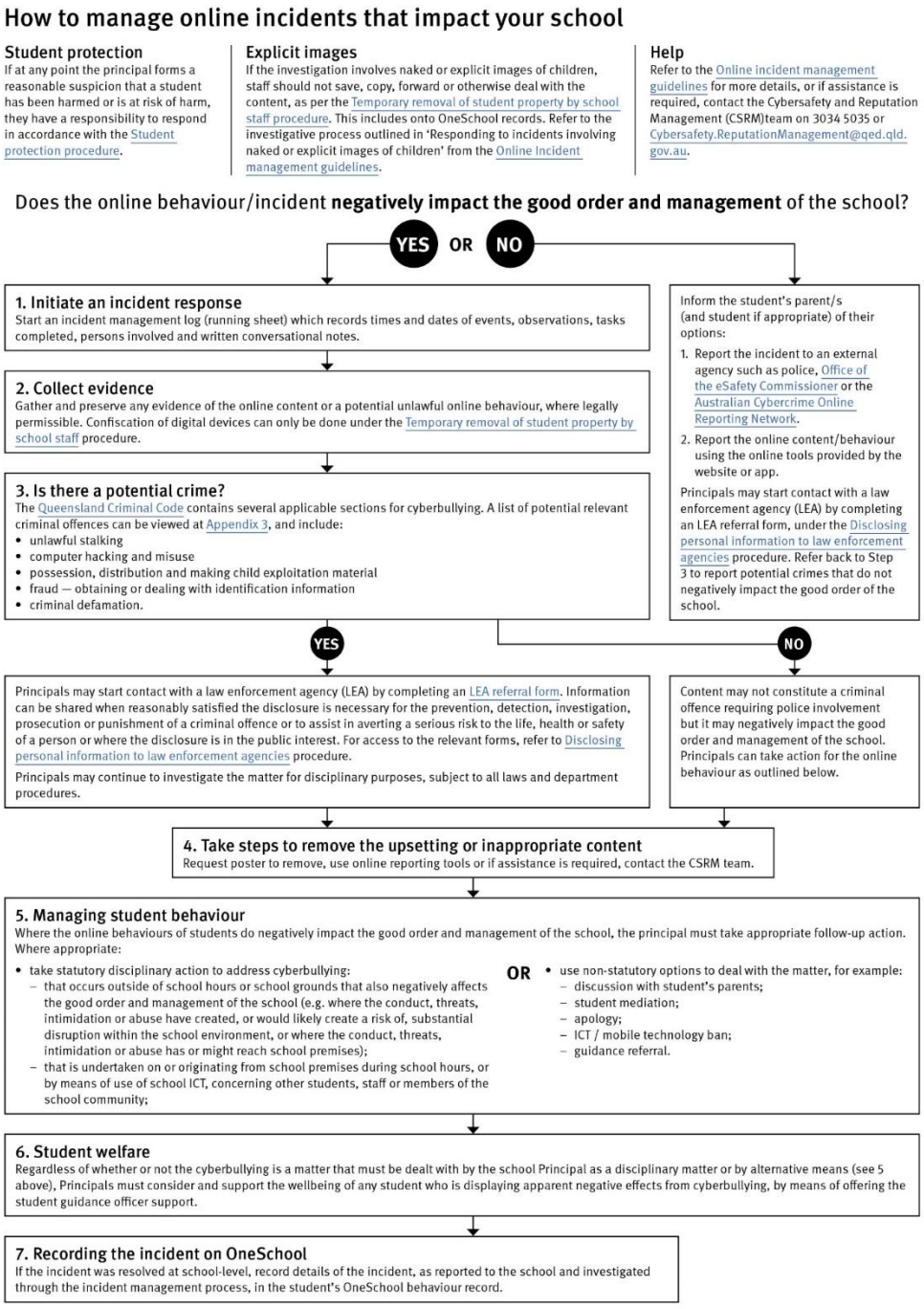
- A high level of quality active supervision is constantly indicated to all permanent staff for routines in the non-classroom areas.
- All students have personalised learning goals within the curriculum focus of Personal and Social capabilities

Cyber bullying often does not occur at school. As relevant, students are explicitly taught Cyber safety, for example, how to safely conduct an internet search, what cyber bullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyber bullying to parents and/or teachers immediately.

Calamvale Special School will then investigate and respond to any incident of cyber bullying.

Cyberbullying response flowchart for school staff



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Appropriate use of social media

Calamvale Special School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others. CSS is committed to promoting the responsible and positive use of social media sites and apps. No student of CSS will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within the grounds of CSS or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of CSS, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at CSS engaging in appropriate online behaviour.

Role of social media

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to be aware that the internet is a free space and many social media sites and apps have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of CSS are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of CSS the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.
CSS will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. Such an incident will be a metter for parents and/or police to resolve.

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Restrictive Practices

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive practices procedure.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severely challenging behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff. The school follows a policy of Least Restrictive Practises (LRP).

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

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

1. Immediate 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 situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

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Follow Through

- If the student starts displaying the desired behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity.
- If the student continues with the problem behaviour then continue with the Immediate strategies and seek support from Administration.

2. Seek support from Administration.

3. Evacuate other students and staff

4. Removal of student from the area (only if appropriate and safe to do so) or provide an open safe space for student to de-escalate

5. Physical Intervention - prompts, guides as a last resort and only when absolutely necessary to ensure safety of student and others.

Physical Intervention

Staff may make legitimate use of planned physical restraint in line with departmental guidance, and if all non-physical intervention practices have been exhausted and a student is:

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

There are some students who have a pattern of behaviour that presents foreseeable harm to themselves or others. In circumstances where there is foreseeable risk presented by a particular behaviour of a student, the principal and school staff might plan for the use of physical restraint.

In situations where there is a known risk it is safer for students and staff to plan a response to manage that risk in advance. The Individual Behaviour Support Plan (IBSP) will detail positive approaches for preventing and responding to the behaviour and describe de-escalation strategies. The school will involve the student's parents when planning to use physical restraint and the planned use of physical restraint will be detailed in the student's Individual Student Safety Plan (ISSP).

The ISSP will detail how the planned use of physical restraint with the student will be reduced. Parent/s will be asked to sign the ISSP. Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

Any physical intervention made must:

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

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:

- Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
- Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Restorative Practices

Restorative approaches are recommended, and provide an underpinning ethos and philosophy for making, maintaining and repairing relationships, and for fostering a sense of social responsibility and shared accountability. There are many challenges in implementing an organisation or institution wide approach since the restorative way challenges deeply held notions about power and control, and the urge to make things unpleasant for someone when they have done something wrong or 'misbehaved'.
When harm has been caused by inappropriate, sometimes thoughtless, negative behaviour, then all stakeholders need:

- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to feel understood by others involved
- to find a way to move on and feel better about themselves.

If conflicts and challenges are dealt with in a way that gets these needs met, then those involved can repair the damage done to their connections with the others involved, or even build connections where there were none previously. They feel fairly treated and respected, since they have been trusted to find solutions for themselves and put things write in their own way. Because they have been listened to, people in conflict are more ready to listen to others' perspectives and emotional responses, and so empathy is developed. This can change the choices made in future situations, as mutual respect and consideration develop.

Record keeping

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

- On OneSchool using the student incident report

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Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented Individual Behaviour Support Plan for any student involved in regular critical incidents, which will be shared with all relelvant staff and saved in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

- Ensure the safety of other students and staff. Evacuate the area or clear the room if required and possible.

- 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: Stay calm and controlled, if relevant use a serious measured tone, choose your language carefully, avoid humiliating the student, avoid too many spoken words, be matter of fact and avoid responding emotionally.

- Call for support from Administration; or if warranted (e.g. in a public venue) call Queensland Police Service. Administration team will determine the course of action required e.g. a school lock down.

- **Only if there is no risk of physical harm to you or any other person in the situation** you may 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 the advice of the administration team or senior member of staff through the critical incident

- Adhere to the department's Restrictive Practices procedures. Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:

    - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.

    - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour. If relevant pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Restorative Practices

See previous section

Psychological First Aid

A critical incident has the potential to present as a Potentially Traumatic Event (PTE) for staff involved, and may temporarily overwhelm or strain coping resources. Calamvale Special School adopts a psychologicval first aid approach which indicates practical and emotional support to affected staff to promote natural recovery. Support from line managers and administration team which will involve:

- Promoting the safety of staff involved in a critical incident
- Promoting a calm and stabile environment
- Connecting people with their chosen supports
- Promtoing self efficacy to empower people to meet their own needs
- Promoting hope and expectancy that people will recover from the PTE

Record keeping

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

- On OneSchool using the student incident report

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Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Legislation

Links to relevant legislation that inform the overall Student discipline procedure.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

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