



# Procedure

## Managing inappropriate and hostile conduct procedure

**Version:** 4.0 | **Version effective:** 08/07/2024

### Audience

All state schools, Director-General (or [delegate](#))

### Purpose

This procedure outlines options for managing inappropriate or hostile conduct by parents or community members. Principals and the Director-General (or [delegate](#)) may take action when such conduct impacts the safety of persons at the school or engaged in school activities, the school's property, or the good management of the school, in or out of school hours.

This procedure outlines the responsibilities and processes of giving directions or orders that control a person's conduct or movement at, or entry to, school premises.

### Overview

Directions and orders to manage and prevent inappropriate or hostile conduct are provided in Chapter 12, Parts 4, 5, 7 and 8 of the [Education \(General Provisions\) Act 2006](#) (the Act).

The principal or Director-General (or [delegate](#)) can give different types of oral and/or written directions and seek orders, depending on the circumstances and type of conduct being exhibited. These directions or orders apply for different durations and either regulate a person's conduct or movement, or prohibit entry to school premises. Before giving a direction or seeking an order, the principal or Director-General (or [delegate](#)) must consider various factors and be reasonably satisfied it is necessary and compatible with human rights.

A direction or order should be exercised as a last resort if reasonably satisfied it is necessary to ensure the safety or wellbeing of persons at the premises or to safeguard the good order and management of the school and the premises. The [Guide for Queensland state schools: Promoting respectful conduct by parents and visitors](#) (DoE employees only) outlines other approaches to support safe and respectful schools and for managing difficult or unsafe situations.

Police should be contacted immediately if a person's conduct poses a significant risk of harm, such as a threat of physical violence, with a request for the police to remove the person from the school in accordance with police powers.

This procedure **does not** apply to:

- student conduct, which is addressed in the [Student discipline procedure](#)
- staff conduct, which is addressed in the [Code of Conduct](#) for the Queensland Public Service and Department's [Standard of Practice](#) or via referral to [Integrity and Employee Relations](#) (DoE employees only)
- occupational violence hazards and risks in the workplace, which are addressed in the [Occupational violence prevention procedure](#)
- unreasonable conduct by a complainant during a customer complaints management process, which is addressed through the [Managing unreasonable complainant conduct procedure](#)

## Responsibilities

### School staff

- take action to protect their own safety and the safety of others at the school premises and do not put themselves or others in a potentially harmful situation
- immediately report to the principal any conduct or behaviour that may be considered a risk to safety or wellbeing, damage to property or compromise the good order and management of the school.

### Principal

- promote the conduct expected of parents and visitors while at the school premises, during school activities and when interacting with others in the school community
- where the school has a [Parent and community code of conduct](#), ensure a copy is publicly available, and it is reviewed and updated periodically
- give a direction under s337, s339 or s340 where satisfied a relevant ground exists
- Contact the Police in a highly critical situation (in the event of a wilful disturbance under s333 of the Act)
- make decisions about giving a direction compatible with the Human Rights Act 2019 (Qld)
- chose a course of action that does not put themselves or others at the school premises in a potentially harmful situation
- refers the matter to the Regional Director (as the Director-General [delegate](#)) if:
  - it would not be appropriate for the principal to give the direction (e.g., if the principal is the target of the conduct or there is a perception of bias); or
  - the required direction or order cannot be given by the principal (i.e., they do not have authority under the Act)
- maintain records of directions or orders given in [OneSchool](#), including updating records upon receiving a notification of a review decision
- monitor, record and manage non-compliance with directions or orders.
- provide support to staff or students who have witnessed or been impacted by inappropriate or hostile conduct.

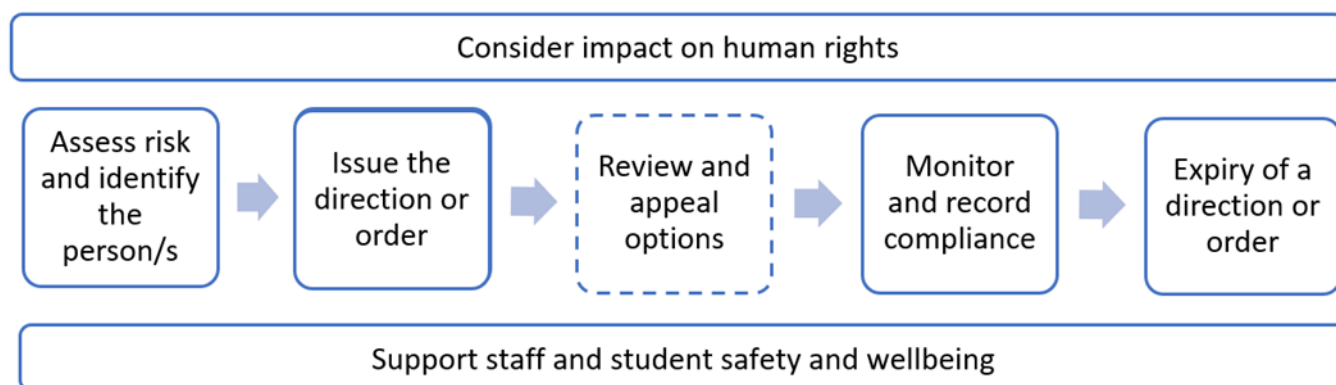
## Regional Director (delegate of Director-General's powers under s340A and s341)

- consider requests for directions (under s340A and s341) or seeking orders (under s352 and s353) to the Director-General (or relevant [delegate](#))
- give a direction under s340A or s341 where satisfied a relevant ground exists
- ensure decision-making is compatible with the Human Rights Act 2019 (Qld)
- maintain [OneSchool](#) records for directions given or reviewed
- conduct an internal review (upon appeal submission) and make a decision to confirm, or amend, or substitute the original decision, within the Act timelines.

## Director-General (or delegate)

- gives a direction under s340A or s341 where satisfied a relevant ground exists
- ensure decision-making is compatible with the Human Rights Act 2019 (Qld)
- consider requests to make an application under s352 and s353 to seek orders from Queensland Civil and Administrative Tribunal (QCAT) if the person poses an unacceptable risk to the safety or wellbeing of members of the school community
- conduct an internal review (upon appeal submission) and make a decision to confirm, or amend, or substitute the original decision, within the Act timelines
- maintain records of directions given or reviewed or of orders sought from QCAT.

## Process



*Process flow for managing inappropriate and hostile conduct*

The following process can be read in conjunction with [Quick guide: Managing inappropriate or hostile conduct](#) which provides details, timeframes and context of directions and orders applicable under this procedure. For a graphic depiction of the process, refer to [Flowchart for Managing inappropriate and hostile conduct](#).

## Assess risk and identify the person

### Assess the level of risk

If a person's conduct creates an immediate unacceptable risk of harm to a person or school property, the principal takes immediate steps to:

- make sure all staff and students are safe and minimise the risk of damage to property
- contact the police (if required)
- lockdown if the situation is highly critical (refer to the [Disaster and emergency management procedure](#))

### Identify the person

- The principal must identify **who** has engaged in the conduct.
- If the conduct involves an exempt person, the direction or orders within this procedure **do not apply**, except orders under sections 352–353 as these can be sought against all persons other than students.
- If the principal proposes to give a direction (under s337 or s339), they may require the person to state their name and residential address. The principal must warn the person that it is an offence to fail or to state a false name or address, unless the person has a reasonable excuse.
- If the principal reasonably suspects false information has been provided, the principal may require the person to provide evidence of the correctness of their name and address (s336 of the Act).
- For directions or orders (other than directions under s337 and s339), if the person is a child (who is not a student of the school), the principal or Director-General (or [delegate](#)) must make every effort to ascertain the parent's/carer's name and address and give the child's parent/carer notice of the direction, as soon as reasonably practicable, unless the parent/carer cannot be located after reasonable inquiry.
- If the person cannot be identified, then only a s339 direction can be given.

## 2. Consider conduct, grounds and options for a response

### Consider the conduct

The principal or Director-General (or [delegate](#)) considers the person's conduct in relation to the incident and/or any patterns of behaviour leading to the incident, which could include:

- previous incidents, warnings or directions about the person's conduct
- online activities, threatening or nuisance phone calls, emails, social media commentary or posts
- impacts of the incident(s) on staff, students or other witnesses (use the witness template, if required).

### Consider the situation and grounds

The following table supports the decision-making process when considering inappropriate or hostile conduct.

*Table 1: considerations and grounds for a direction or order*

| Situation  | Type of direction or order to consider   | Grounds for a direction/order   |
|--|--|---|
| It is known, or reasonably suspected, the person has or is about to engage in hostile conduct. | s339 direction: <ul style="list-style-type: none"> <li>• Oral direction to leave and not re-enter</li> <li>• Duration: 24 hours</li> </ul> | Direction can be given if there is a reasonable suspicion the person has, or is about to: |

| Situation  | Type of direction or order to consider   | Grounds for a direction/order  |
|--|--|--|
| The person is at the school premises without a good and lawful reason.   | <ul style="list-style-type: none"> <li>Given by: Principal</li> </ul>  | <ul style="list-style-type: none"> <li>commit an offence at the premises; or</li> <li>use threatening, abusive or insulting language; or</li> <li>engage in threatening or violent behaviour; or</li> <li>disrupt good order at the premises</li> <li>or does not have a good and lawful reason to be at the premises</li> </ul>   |
| A person may require management of their conduct when on the school premises (during or outside of school hours).  | s337 direction: <ul style="list-style-type: none"> <li>Written direction about conduct or movement</li> <li>Duration: Up to 30 days*</li> <li>Given by: Principal</li> </ul>         | A direction is given if reasonably satisfied it is necessary: <ul style="list-style-type: none"> <li>to ensure the safety or wellbeing or other persons lawfully at the premises; or</li> <li>to prevent or minimise damage to the premises or property at the premises; or</li> <li>to maintain good order at the premises; or</li> <li>for the proper management of the school.</li> </ul> |
| It is believed that, unless the person is prohibited from entering the school premises, they are likely to engage in certain inappropriate or hostile conduct. | s340 direction: <ul style="list-style-type: none"> <li>Written direction prohibiting entry to the premises</li> <li>Duration: Up to 60 days*</li> <li>Given by: Principal</li> </ul> | Direction can be given if reasonably satisfied that the person is likely to: <ul style="list-style-type: none"> <li>cause physical harm, or apprehension or fear of physical harm, to another person when the other person is at the premises</li> <li>damage the premises or property at the premises; or</li> <li>disrupt the good order or management of the school.</li> </ul>           |
| The principal is the target of the conduct or there is a perception of bias.   | Request to give a direction under s340A:   | As for s340 grounds above  |

| Situation   | Type of direction or order to consider  | Grounds for a direction/order   |
|---|---|---|
|   | <ul style="list-style-type: none"> <li>Written direction prohibiting entry to the premises</li> <li>Duration: up to 60 days*</li> <li>Given by: Director-General (or <a href="#">delegate</a>)</li> </ul>   |   |
| The person has repeated breaches of s337 or s340 directions, actual or threatened serious violence to a staff member, student or others at the school premises.           | <p>Escalate the matter so a s341 direction can be considered:</p> <ul style="list-style-type: none"> <li>Written direction prohibiting entry to the premises</li> <li>Duration: More than 60-days* but not more than 1-year</li> <li>Given by: Director-General (or <a href="#">delegate</a>)</li> </ul>  | As for s340 grounds above   |
| The person has repeated breaches of s337 or s340 directions, actual or threatened serious violence to a staff member, student at more than one state or non-state school. | <p>Escalate the matter to seek an application for a QCAT order.</p> <p>s353 order:</p> <ul style="list-style-type: none"> <li>Order prohibiting entry to premises of all state schools</li> <li>Duration: Up to 1-year</li> </ul> <p>Application by: Director-General (or delegate)</p> <p>s352 order:</p> <ul style="list-style-type: none"> <li>Order prohibiting entry to premises of all state schools and non-state schools</li> <li>Duration: Up to 1-year</li> <li>Application by: Director-General (or delegate)</li> </ul> | <p>QCAT may make the order if satisfied, on the balance of probabilities, that:</p> <ul style="list-style-type: none"> <li>the person poses an unacceptable risk to the safety or wellbeing of members of school communities and of the school in general.</li> </ul> |

\*Calendar days, NOT school days

When making their decision, the principal or Director-General (or [delegate](#)) should note:

- It is not required that a s337 or s339 direction be given before a s340 or s341 direction if the person's conduct meets the ground provided in legislation, a s340 or s341 direction may be considered if proportionate to the conduct. The decision-maker will need to consider all other less restrictive directions in their human rights assessment.



- Generally, only one direction or order can be given for a particular incident (for example, a s340 and a s341 direction cannot be given for the same incident).

### Considerations for grounds of giving a direction or order

Before deciding a direction or seeking an order, the principal or Director-General (or [delegate](#)) must be satisfied that one or more grounds for the relevant direction or order exists.

The principal or Director-General (or delegate) in deciding whether a direction or order (if any) is an appropriate response in the circumstances, gives consideration to:

- the **seriousness** of the person's conduct, with the more restrictive directions or orders being reserved for conduct that creates a significant risk or reflects a pattern of behaviour
- **proportionality**, with directions or orders only imposing restrictions to the extent necessary to enable the conduct or situation to be managed effectively and to limit impacts on the person's human rights
- the **likely effectiveness** of a particular direction to address the person's conduct, for example, will a direction regulating their conduct or movement be enough, or is prohibiting entry to the school necessary?
- the need to act **impartially** and dispassionately
- **human rights** implications of the proposed decision and whether the decision is compatible or incompatible with human rights (refer to [Human Rights guide](#) for more information). Consider these questions:
  - Are any human rights engaged or impacted by the decision to give a direction or order?
  - If so, will the decision limit those human rights?
  - If so, is the limitation lawful, justified and reasonable in the circumstances?

*Where there are no grounds to support giving a direction or seeking an order*

The principal may decide to give a [warning letter \(using the relevant template\)](#), or broadly promote respectful conduct within the school community e.g. through activities outlined in the [Guide for Queensland state schools: Promoting respectful conduct by parents and visitors](#) (DoE employees only).

### 3. Give the direction or seek an order

For all options, the principal and Director-General (or [delegate](#)):

- collects and considers all materials and evidence, including witness statements (refer to template), documented events witnessed and what ground/s for a direction exist in light of the circumstances
- decides if it would be appropriate to give the direction or to seek an order.

If the school principal is absent from the premises a deputy principal or other staff member (nominated by the principal or principal's supervisor) can give a direction (as per s8 EGPR).

### Principal gives a direction or makes a request to the Director-General (or delegate)

#### Oral direction – s339

- give the direction verbally, using [the script](#)

- complete a Record of giving form for the direction and, along with any other relevant documentation such as witness statements, save in [OneSchool](#).

### Written direction – s337 or s340

- decide on the duration, noting that the duration of all written directions is calculated using calendar days (includes school days, weekends, holidays and public holidays)
- use the template to prepare the direction
- prepare copies of all materials relied upon to make the decision, including relevant sections of legislation and this procedure, witness statements and any other documents listed in the relevant template
- give the direction and copies of the materials (materials must be redacted copies) using one of the following methods:
  - post to the person's home address as recorded on school records. Use registered post where possible, as it provides evidence the physical documents have been received and the date this occurred.
  - hand it to the person
  - engage the police service or a process server to give the direction to the person
- complete and save records by:
  - completing a Record of giving form for directions posted or handed to the person
  - If the police or a process server delivered the form; keeping a completed affidavit of service concerning the giving of the direction (instead of a Record of giving a direction form)

### Principal's request to Director-General (or [delegate](#)) – s340A, s341, s352 or s353

- develop request using the relevant template briefing notes
- nominate a duration for the direction for section 340–341 directions (i.e. s340/340A is up to 60 calendar days and s341 is not less than 60 calendar days up to 1 year noting that any duration up until but not exceeding the full time can be applied)
- provide unredacted witness statements to support decision-making
- progress briefing request (to the Regional Director in the first instance) with supporting materials
- if a decision is made to give a direction or seek an order, keep a record in [OneSchool](#) and ensure all information is handled in accordance with the [Information privacy breach and privacy complaints procedure](#).

### Director-General (or delegate) gives direction or seeks an order to QCAT

#### Written direction — s340/340A or 341

- consider the material provided by the principal.
- seeks further information from the principal (or Regional Director) to inform the decision (if necessary)
- if the request to give a direction is not supported, the principal must be advised and discussions on other options to manage the situation are to occur.
- decide on the duration of the direction (i.e. s340/340A is up to 60 calendar days and s341 is not less than 60 calendar days up to 1 year noting that any duration up until but not exceeding the full time can be applied)



- use the template to prepare the direction
- prepare copies of all materials relied upon to make the decision, including relevant sections of legislation and this procedure, witness statements and any other documents listed in the relevant template
- give the direction and copies of the materials (materials must be redacted copies) using one of the following methods:
  - post to the person's home address as recorded on school records. Use registered post where possible, as it provides evidence the physical documents have been received and the date this occurred.
  - hand it to the person
  - engage the police service or a process server to give the direction to the person
- complete and save records by:
  - completing a Record of giving form for directions posted or handed to the person, or
  - if the police or a process server delivered the form; keeping a completed affidavit of service concerning the giving of the direction (instead of a Record of giving a direction form)
- provides notification of the direction to the principal (and Regional Director), and save a copy on the Department's record management system for monitoring of compliance with the direction or order.

#### Application for order — s352 or s353

- consider the material provided by the principal (and Regional Director)
- seek further information from the principal (or Regional Director) to inform the decision (if necessary)
- complete the [QCAT form](#) and file the application with QCAT
- if QCAT makes an order, arrange service of documents as per steps above
- if QCAT rejects the order, communicate the decision and reasons to the principal and Regional Director
- arrange for a copy of all completed and signed documents to be saved (in the Department's record management system)
- notify the principal and Regional Director for monitoring of compliance with the direction or order.

## 4. Review and appeal options

### Review of an original decision

If a person is dissatisfied with the decision to give them a direction, they may request a review of the original decision.

The person must request a review in writing to the Director-General (or [delegate](#)) within the legislated timeframe (see Table 2 below). The written submission must detail the grounds on which the person wants the direction to be reviewed and include their residential address.

*Table 2: Requests to review directions*

| Original direction   | Review option                                  | Timeframe in which person must apply for a review   | Review decision timeframe  |
|--|--|---|--|
| s339 (Oral direction)  | Not reviewable                                 | N/A   | N/A  |
| s337   | Internal review section 338                    | Within 7 calendar days after the person is given the direction or<br><br>if the direction is for less than 7 days, before the direction ends  | Director-General (or <a href="#">delegate</a> ) must make the review decision within 5 business days after the application is made<br><br>Director-General (or delegate) must tell the person about the review decision as soon as possible. If the Director-General (or delegate) does not tell the person about the review decision within 5 business days after the application is made, the review decision is taken to be that the decision is cancelled. |
| s340 (given by a principal)<br>AND<br>s340 (given by the Director-General (or delegate) under s340A) | Internal review sections 390, 391, 392*        | Within 30 school days after the person is given, or otherwise becomes aware of, the direction.<br><br>Director-General (or delegate) may extend the time for making the application | Director-General (or <a href="#">delegate</a> ) must make the review decision within 40 school days after receiving the application  |
| s341   | s397<br>(Review is external to the department) | Person <a href="#">applies to QCAT</a> within 28 calendar days of receiving the notice  | A QCAT review decision takes effect when it is made or at a (later) stated date as set out in <a href="#">s127</a> of the QCAT Act.  |

\* Under section 392 a person may apply to QCAT to appeal the outcome of a decision made by the Director-General.

A review must be conducted by an independent person who is in a position (in the Department) equal to, or higher than, the original decision maker, unless the Director-General made the original decision.

On receiving an application for review of a direction, the Director-General (or [delegate](#)) who will review the original decision:

- checks that the person has provided the required information as outlined in the direction letter, and requests any additional information as needed

- notes any timeframes within which a review decision must be made and communicated (refer to Table 3 above).
- confirms that as the decision-maker they are a person who is independent (from the original decision) and authorised (under the Act or [delegations](#)) to make the review decision
- reviews the material that led to the original decision to give the direction and any other relevant material
- considers the human rights implications of the proposed review decision and concludes if the review decision impacts human rights
- decides on either a review decision under sections 390-392 to confirm, vary or amend the original decision, or to substitute another decision for the original decision for a s340 direction, or
- decides on a review decision under s338 to confirm, vary or cancel a s337 direction
- communicates the decision in writing to the person who made the request as soon as practicable after the decision is made and includes details of how they may apply for an external review of the decision
- provides advice to the Regional Director of the review decision for noting
- provides advice to the principal of the review decision and requests the principal to record the outcome of the review in [OneSchool](#) and monitor compliance with the direction if applicable
- stores a copy of the application for review and review decision -in the Department's record management system.

## 5. Monitor and record compliance

Under sections 337, 339, 340 and 341 of the Act, persons must comply with a direction unless the person has a reasonable excuse.

- If a person is **not complying** with a direction or order, the principal must consider the nature and severity of the non-compliance and take appropriate action that may include:
  - calling the police if the person's conduct is creating an immediate unacceptable risk of harm to people or property, or if the conduct constitutes a breach of the direction or order and the principal is not aware of the person having a reasonable excuse for not complying with the direction.
  - giving a further direction, or seeking an order, to address the non-compliance and better manage the person's conduct (refer to [Quick guide: Managing inappropriate or hostile conduct](#)).
  - re-explaining the requirements of the direction to the person and warning them of the consequences of ongoing non-compliance (i.e., imposing a more restrictive direction).
- The principal must document all incidents of non-compliance with the direction or order, regardless of whether any action is taken in respect of that non-compliance.

The principal records any observations or communications relevant to their monitoring activities in [OneSchool](#).

## 6. Expiry of a direction or order

Once a direction or order expires/concludes, the person subject to the direction or order no longer has restrictions on their conduct, movement or presence on school premises.

Depending on the circumstances of the person's conduct and duration of the order, the principal may consider if it is appropriate to prepare for the person's return to the school premises once the direction has expired (refer to [Information Sheet - Preparing for a hostile person's direction expiring](#) (DoE employees only)).

If the person's conduct becomes inappropriate or unacceptable again, the principal, Director-General (or delegate) may give a new direction or seek a new order, in accordance with this procedure.

## Support staff and student safety and wellbeing

Where a staff member of the department has been a witness to, or the subject of, inappropriate or hostile conduct impacting their safety or wellbeing, the principal should encourage them to make use of the department's [Employee Assistance Program](#). Where a student's safety or wellbeing has been affected, the principal should [support](#) them.

If inappropriate conduct has included cyber abuse or publication of materials, refer to the [Online incident management guidelines for school leaders](#) (DoE employees only) or contact the Cybersafety and Reputation Management team at [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

If increased security is required at the school premises, refer to [School security procedure](#) or contact the Emergency and School Security Unit, Infrastructure Services Branch.

If a staff member has been threatened, harmed or injured, refer to the [Occupational violence prevention procedure](#) and the [Health, safety and wellbeing incident management procedure](#) for incident reporting.

If a principal has been a witness to, or the subject of, inappropriate or hostile conduct impacting their safety or wellbeing, the principal should make use of the department's [Employee Assistance Program](#) or seek [support](#).

## Definitions

| Term                            | Definition   |
|---------------------------------|--|
| <b>All state schools</b>        | State instructional institutions under s13, educational institutions under s14 and other educational institutions, established under s15 of the Act.   |
| <b>Balance of probabilities</b> | The balance of probabilities test requires the decision maker to weigh up all the material gathered and decide, on balance, whether the evidence supports the allegation and can 'more likely than not' be capable of being substantiated. |
| <b>Breach</b>                   | Breaking or failing to comply with the direction or code of conduct  |
| <b>Child</b>                    | An individual under 18-years of age.   |
| <b>Days</b>                     | Refers to ordinary or calendar days, unless the term 'school days' or 'business days' is used.   |
| <b>Delegate</b>                 | Delegations relevant to this procedure are outlined in the <a href="#">Director-General Delegations for the Education (General Provisions) Act 2006</a> .  |
| <b>Exempt person</b>            | An exempt person is:   |

| Term                        | Definition  |
|-----------------------------|---|
|                             | <ul style="list-style-type: none"> <li>• a student of the school</li> <li>• a kindergarten aged child registered in a State Delivered Kindergarten program</li> <li>• a person with a disability being provided with special education at the school (under s420(2) of the Act) who is not enrolled in Prep</li> <li>• a departmental employee engaged to perform work at the school (also reference as staff member).</li> </ul> <p>For s352 and s353, an order can be sought against all persons other than students.</p> |
| <b>External review</b>      | A process conducted by an external review body (for example, Queensland Civil and Administrative Tribunal (QCAT)) to ensure departmental decision-making is fair, reasonable and proper.  |
| <b>Grounds</b>              | Directions under s337, s339, s340 and s341 can only be made where the decision-maker is satisfied one or more grounds for the relevant direction exists under s337(1), s339(1), 340(1) and 341(1) of the Act.   |
| <b>Internal review</b>      | <p>An internal review officer is a Departmental employee who conducts an internal review. The officer must be:</p> <ul style="list-style-type: none"> <li>• independent from the original decision to give the direction; and</li> <li>• in a position equal to, or higher than, the original decision-maker.</li> </ul>  |
| <b>Non-compliance</b>       | Failing to act in accordance with the direction or order given.   |
| <b>Parent</b>               | A parent is defined in section 10 of the Act.   |
| <b>School premises</b>      | Means a building and/or land of a school.   |
| <b>Staff member</b>         | An employee of, or subcontractor for, the Department of Education   |
| <b>Reasonably satisfied</b> | Satisfied on reasonable grounds in the circumstances (i.e., when a reasonable person in the same circumstances would consider there was a reasonable basis for the decision).   |
| <b>Unsafe situations</b>    | Includes threats, hostile and inappropriate conduct on school premises, trespass and wilful disturbance.  |

## Legislation

- [Education \(General Provisions\) Act 2006](#) Chapter 12, Parts 4-5, 7-8 and Chapter 15
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)

- [Judicial Review Act 1991 \(Qld\)](#)
- [Ombudsman Act 2001 \(Qld\)](#)
- [Queensland Civil and Administrative Tribunal Act 2009](#) Section 21

## Delegations/Authorisations

- [Director-General delegations under the Education \(General Provisions\) Act 2006](#)

## Policies and procedures in this group

- Nil

## Supporting information for this procedure

- [Quick guide - Managing inappropriate and hostile conduct](#)
- [Flowchart - Managing inappropriate and hostile conduct](#)
- [Section 337 - Direction letter template about conduct or movement \(up to 30 days\)](#)
- [Section 337, s340 and s341 - Record of giving form](#)
- [Section 339 - Script for giving an oral direction](#)
- [Section 339 - Record of giving form](#)
- [Section 340 - Direction letter template - \(up to 60 days\)](#)
- [Section 340 - 340A - Direction letter template \(up to 60 days\)](#)
- [Section 341 - Direction letter template - Final decision \(up to 1 year\)](#)

## Other resources

- [Guide to the Human Rights assessment tool](#) (DoE employees only)
- [Human Rights impact assessment tool](#) (DoE employees only)
- [Information sheet - Considering human rights when managing inappropriate and hostile conduct](#) (DoE employees only)
- [Information sheet - Preparing for a person's direction or order expiring](#) (DoE employees only)
- [Section 340A - Briefing note template \(up to 60 days\)](#) (DoE employees only)
- [Section 341 - Briefing note to Director-General \(or delegate\) - Final decision \(up to 1 year\)](#) (DoE employees only)
- [Sections 340 - 340A and Section 341 - Principal letter to Regional Director requesting a direction](#) (DoE employees only)
- [Warning letter template](#) (DoE employees only)
- [Warning letter template - Social media](#) (DoE employees only)



- [Witness statement template](#) (DoE employees only)
- Customer complaints management [policy](#) and [procedure](#)
- [Customer complaints management – Internal review procedure](#)
- [Guide for Queensland state schools: Promoting respectful conduct by parents and visitors](#) (DoE employees only)
- [Health, safety and wellbeing incident management procedure](#)
- [Information privacy breach and privacy complaints procedure](#)
- [Managing unreasonable complainant conduct procedure](#)
- [Occupational violence prevention procedure](#)
- [Parent and community code of conduct](#)
- Queensland Civil and Administrative Tribunal – [Prohibition of entry and exclusion – schools and institutions](#)
- [School security procedure](#)
- [Supporting students' mental health and wellbeing procedure](#)
- [CCTV use in schools procedure](#)

## Contact

For further information, please contact your Principal Advisor Education Services in the [regional office](#) or Statewide Operations on [SchoolPolicyandProjects@qed.qld.gov.au](mailto:SchoolPolicyandProjects@qed.qld.gov.au)

A person given a direction or order under this procedure should obtain their own independent legal advice.

## Review date

8/07/2027

## Superseded versions

*Previous seven years shown. Minor version updates not included.*

3.0 Hostile People on School Premises, Wilful Disturbance and Trespass

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