Outdoor & Environmental Education Centres

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose

Education Queensland’s Outdoor and Environmental Education Centres are committed to provisions that ensure all young Queenslanders have a right to a quality education.

Our strength is our commitment to providing every visiting student and teacher with a powerful and valuable learning experience. Programs offered are designed to meet the specific needs of students from each visiting school and contribute toward:

- Building students respect for “self, others and place”;
- Developing a desire for deep understanding and lifelong learning;
- Preparing young people to become caring and reflective citizens;
- Supporting students to become actively involved in their community;
- Building students’ confidence in their relationships others;
- Developing respect and empathy toward sustainable values and practices; and
- Authentic learning experiences that link with key priorities and policies.

Each staff member has responsibility to ensure there is progress toward these values for every student. Caring and responsible behaviour is integral in assuring the well being of all and protection for the environment.

2. Consultation and Data Review

This plan has been developed through consultation with the centres P&C and staff including the engagement with visiting teachers and is built upon the review of the previous plan and proven and successful site operations and practices which best support safety, welfare and learning for all students and staff.

3. Learning and Behaviour Statement

Nudgee Beach EEC operates under the belief that for effective teaching and learning to occur appropriate relationships must be developed and maintained within the learning and natural environment. Each individual (teacher and learner) has personal rights and responsibilities which affect their relationships with others within their surrounding environment. The common goal is to support a learning environment which provides optimal learning and development for all.

Our Centre community has identified the following site responsibilities which promote the highest standards of responsible behaviour:

- Courtesy
- Consideration
- Cooperation
- Common Sense

Our Centre responsibilities have been agreed upon and endorsed by all site staff and requires the support of visiting schools.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Visiting School Responsible Behaviour Plans will be recognised and supported by the Centre except where they conflict with site policies regarding safety, welfare, cooperation, participation and learning.

Incidents of bullying and cyber bullying will be addressed collaboratively between the school, teachers, administration and Nudgee Beach EEC administration to ensure that the school’s policies and procedures are implemented.

- **Universal behaviour support**

The table below illustrates Centre values with clarifying statements and expected behaviours.

<table>
<thead>
<tr>
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<th>In demonstrating this students will / need to:</th>
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<tbody>
<tr>
<td><strong>Courtesy</strong></td>
<td>• Care for and respect individuals. • Personal property • Centre Equipment • Natural environment • Use appropriate language and behaviour</td>
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<tr>
<td><strong>Common Sense</strong></td>
<td>• Care for themselves and others • Wear appropriate clothing and footwear for the experiences engaged in at the time. • Students will carry and have in their possessions: Food, Drinks (other relevant items) suitable for the type and duration of the experience.</td>
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<tr>
<td><strong>Consideration</strong></td>
<td>• Place rubbish in designated receptacles • Assist in the collection of unidentified items / waste as directed. • Students will interact with others in a non discriminatory way, considering others background beliefs and values.</td>
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<tr>
<td><strong>Cooperation</strong></td>
<td>• Remain on task as an active participant in the experience of the cohort. • Students needing to depart company with the group will seek prior permission • Students will assist and support other learners and members of the group.</td>
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- **Targeted and/ or intensive behaviour support**

Nudgee Beach Environmental Education Centre works with the visiting school to facilitate targeted programs for individuals or groups of students, or programs that include specific behavioural learning objectives. In supporting students, collaboration is vital, and visiting schools will be contacted and involved if their students engage in serious misconduct.
5. Emergency responses or critical incidents

Nudgee Beach EEC has a two tone alarm system which will be used for either fire or lockdown situations. In the event of an emergency the alarm system will be activated. This is audible from the foreshore except on strong North Easterly winds. Students will be directed by centre staff as to the action required based on the emergent situation and Emergency service directives, the visiting school, Regional office staff will be informed of the situation in a timely manner. Centre staff will manage students until directed otherwise by emergency services. Open communication with the visiting school will also guide the situation as required. Critical Incidents have traditionally been recognised as events such as school fires, motor vehicle accidents and floods with their most obvious impact being felt in a physical sense, for example destruction of buildings, loss of records, and, in extreme cases, loss of life. Over the last 15-20 years, the personal impact Critical Incidents have had on individuals has also been recognised. Critical Incidents have been recognised for more than their initial physical impact. The personal impact on individuals is now recognised as a serious consequence of such incidents.

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. Some individuals have found post traumatic stress disorder, anxiety or depression as the unwanted side effects of their exposure to a Critical Incident. Additionally, these side effects have also been found as a consequence of other incidents formerly not thought to have such powerful implications for those involved. Incidents involving child sexual abuse, suicide, deaths and injury threats have been recognised for the impact they can have on individuals and for their effects on schools and communities as a whole.

Residential attendance and the remote or offsite location of activities are two unique factors that must be considered in an appropriate response to an emergency, critical incident or severe problem behaviour. Students are in residential attendance at 24 hours a day, for the duration of their program, some of which may be conducted in remote, isolated or off site locations.

As such, these factors will be considered in the determination of the severity of the problem behaviour and the immediacy and permanence of the response. Contact will be made with the visiting school’s administration in such cases to determine an appropriate strategy to ensure that both students and staff are kept safe.

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

Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the students where possible, speak calmly and respectfully, minimise body language, keep a
reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

**Follow through**
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

**Debrief**
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations). In significant incidents debriefing plans after a critical incident will be coordinated with the visiting school for both students and employees involved or associated with the incident. This will be coordinated and guided by regional advice.

**Physical Intervention**
Staff may make legitimate use of physical intervention if reasonable non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that the duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, 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 intervention 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.

Physical intervention is not intended to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

**Record keeping**
- Each instance involving the use of physical intervention must be formally documented. Records will be completed as required by the visiting school.
6. Consequences for Unacceptable Behaviour

- The Centre has a zero tolerance policy for bullying including cyber bullying. All will be classified as serious breach of conduct and will be referred to the visiting school.

- Mobile devices permitted at the centre and are used for educational purposes to record both visual and auditory experience. Usage of devices outside these parameters is in accordance with the visiting schools policy.

- Students may be withdrawn from activities for persistent or serious misconduct. In all cases they will be supervised by a staff member until other arrangements can be made with the visiting school.

- Persistent unacceptable behaviour reported to Centre Administration will be reported to the visiting school’s administration and/or parents.

- Students may be removed from activities (indefinitely) or excluded from the remaining program (requiring dismissal to home via the visiting school) by Centre administration for the following reasons:
  - Breach of the visiting school’s Behaviour Plan;
  - Criminal behaviour including the carrying of weapons all incidents of this nature will be referred to the Queensland Police Services;
  - The student’s continued presence is a serious threat to their own safety or the safety of others; and,
  - Premeditated vandalism including environmental vandalism.

- In the event of a prohibited substance being found with or consumed by a student, the Centre will enact the following procedures:
  1. Health status of student will be determined and medical support sought if necessary.
  2. Substance will be identified (where possible), confiscated and secured.
  3. Any other people involved will be identified and managed accordingly.
  4. Police Service will be notified if the substance is suspected as being illicit.
  5. Student’s School Principal will be contacted. Strategy for informing parent/caregiver will be negotiated along with procedures for transporting student from the Centre.
  6. Regional Executive Director: Brisbane Metropolitan Region will be notified and a report will be prepared.

7. Network of student support

The resources of the Nudgee Beach Environmental Education Centre will be used to complement the network of support provided to students by their base school.

8. Consideration of individual circumstances

Each incidence of inappropriate behaviour will be considered in relation to the particular situation and context, the individual circumstances, actions of the student and the needs and rights of school community members. Judgements will be made in the light of the central aim of the Centre to provide high quality environmental education experiences for students and teacher.

- Nudgee Beach Environmental Education Centre Principal and teachers will work with the visiting school to devise programs that cater for the diverse needs of all students.
- Identified medical, learning and behavioural needs of visiting students and adults be discussed and appropriate strategies developed.
- It is the visiting school’s responsibility to ensure that student and visiting adults support structures (medical, learning and behaviour support) available at the school site are also provided during Centre programs.
• Behaviour support strategies will reflect collaboration between Centre staff, visiting school staff, school administration and parents as required.
• In cases of misconduct, students will be encouraged to:
  - identify their inappropriate behaviour;
  - reflect on the implications of their behaviour;
  - accept responsibility and appropriate consequences for their actions; and,
  - strive to rebuild trust and select more appropriate behaviours.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related departmental procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

Related resources

Related resources identified. This could include:
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

Endorsement

Principal   P&C President or   Principal's Supervisor
Chair, School Council
Date effective:
from …………………………………………. to ………………………………………..