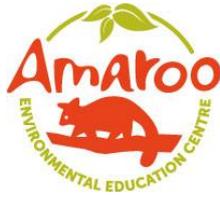




## The Code of School Behaviour

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## Outdoor & Environmental Education Centres

### **Amaroo Environmental Education Centre**

based on *The Code of School Behaviour*

# **Responsible Behaviour Plan for Students**

## **1. Purpose**

Education Queensland's Outdoor and Environmental Education Centres are committed to provisions that ensure all young Queenslanders have a right to quality learning experiences and acquire values supportive of their lifelong wellbeing.

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 to 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 a responsibility to ensure there is progress toward these values for every student. Caring and responsible behaviour is integral in assuring the wellbeing of all and protection for the environment.

## **2. Consultation and data review**

This plan has been developed through consultation with Amaroo Environmental Education Centre (Amaroo EEC) staff, engaging with visiting schools and is built upon proven and successful site operations and practices which best support safety, welfare and learning for all students, staff and visiting adults.

The Plan was endorsed by the Principal and the Assistant Regional Director, South East Region and will be reviewed as required.

## **3. Learning and behaviour statement**

Amaroo 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.





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Amaroo EEC values relationships, respect, resilience and reflection to enable deep understanding and connection between self, others and place. The Centre believes that all learners are competent and capable with ideas, feelings, perspectives and awareness that all learn in different ways.

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

- Participation
- Cooperation
- To be safe, responsible and respectful at all times
- Use 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

##### • Universal behaviour support

Visiting school's 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.

In particular, Amaro EEC will implement, where appropriate, specific policies to address the following potential incidents (see Section 6 for more details):

- Incidents of bullying and cyber bullying will be addressed collaboratively between the school, teachers, administration and Amaro EEC administration to ensure that the school's policies and procedures are implemented;
- Use of personal property technology devices – Amaro EEC teachers are sensitive to the visiting school's policy; and
- The possession of weapons including knives and any other items that could be considered a weapon is not tolerated by Amaro EEC.

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

<b>Respect (Courtesy)</b>	<p><i>Individuals have the responsibility to respect themselves, others, and the environment.</i></p> <p><i>Also acknowledge the traditional owners of the land upon which we are learning.</i></p>	<p>In demonstrating this students will / need to:</p> <ul style="list-style-type: none"> <li>• Support all participants – students and adults</li> <li>• Stewardship – leave nothing behind but your footprints. Take nothing from the environment except memories</li> <li>• Take all litter and personal belongings</li> <li>• Look, listen, learn, love and leave</li> <li>• Value all living things including plants and animal homes and</li> <li>• Understand we are visitors to environment noting that other living things live here.</li> <li>• Caring for Country and respect for our Indigenous cultures</li> </ul>
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<b>Safety (Common Sense)</b>	<i>Individuals have the responsibility to act safely and reasonably according to Government laws, Education Queensland guidelines, and Centre procedures.</i>	In demonstrating this students will / need to: <ul style="list-style-type: none"> <li>Follow all centre staff instructions regarding movement around and through the environment</li> <li>Act safely toward oneself and each other</li> <li>Take care moving around the garden area, roadways and public areas and</li> <li>Understand that their actions or inactions may have serious consequences for self and others and the environment.</li> </ul>
<b>Participation (Consideration)</b>	<i>Individuals have the responsibility to participate in the program to the best of their ability to ensure that maximum benefit is gained by them as individuals and for the group as a whole.</i>	In demonstrating this students will / need to: <ul style="list-style-type: none"> <li>Be part of the activity</li> <li>Work as a team/group and</li> <li>Be open to tolerance and multi ways of seeing things</li> <li>Be inclusive of all learners in all programs, irrespective of their abilities.</li> </ul>
<b>Cooperation (Working together)</b>	<i>Individuals have the responsibility to cooperate with others to assist in the efficient functioning of the program and enjoyment of all participants.</i>	In demonstrating this students will / need to: <ul style="list-style-type: none"> <li>Listen to and respect all participants view points</li> <li>Follow centre staff instructions re learning and</li> <li>Understand that their actions or inactions may have serious consequences for self and others and the environment.</li> </ul>

**• Targeted behaviour support**

Amaroo EEC staff support all visiting school teachers through provision of a detailed teacher pre- visit resource package. These pre-visits are best in a face-to face session with the visiting teachers.

This package includes the Centre's guidelines regarding workplace health and safety, curriculum activity risk assessments and the roles and responsibilities of the visiting teachers.

It is the visiting school's responsibility to:

- Ensure that support structures (medical, learning and behaviour support) for student and visiting adults which are available at their school site are also provided during Centre programs i.e. providing individual support for every student to be successful in the day's activities.
- Share specific student health issues that may impact on safety and learning in the field with centre staff **are noted on Fax Back Sheet before the visit**
- Inform centre staff of any specific teacher/ parent health issues that may impact on safety and learning in the field

Contact will be made with the visiting school's administration in the case of serious breaches of conduct.

- 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.



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### • Intensive behaviour support

Amaroo Environmental Education Centre works with the visiting schools to facilitate 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

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.

**The remote and offsite location** of activities are unique factors that must be considered in an appropriate response to an **emergency, critical incident** or **severe problem behaviour**.

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

#### *Follow through*

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem 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).



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### 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. For example, a student putting themselves into a dangerous situation such as removing themselves spontaneously into the bush which has vines may require physical intervention to protect the student from personal injury. The use of physical intervention is only considered appropriate where the immediate safety of self and 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 purpose of the responsible behaviour management.

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

- property destruction
- school disruption
- refusal to comply unless in unsafe place e.g. vines
- 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 use the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student
- consider safety of self and others in an ever changing, outside unfamiliar environment to students and other adults.

### 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

Amaroo EEC makes systematic efforts to prevent inappropriate and unacceptable behaviours by teaching, modelling and reinforcing expected behaviours at the beginning and throughout the teaching and learning journey during their program.

### Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understandings:

- Minor behaviour incidents are handled by Centre staff and visiting teachers at the time it happens;



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- Major behaviour incidents are referred directly to Amaroo's Administration, then subsequently the visiting School's Administration team.

Amaroo EEC teachers will calmly state the behaviour and remind the students of expected school behaviour.

Minor problem behaviours are those that:

- are minor breaches of the Centre or their School rules
- do not seriously harm others and place
- do not violate the rights of others

Major behaviours are those that:

- Continually putting themselves and others at risk
- Significantly violating self, others and place

Students may be removed from activities or excluded from the remaining program (requiring return to school) by Centre administration for the following reasons:

- Breach of the visiting school's behaviour plan or Centre ;
- The student's continued presence is a serious threat to their own safety or the safety of others, including the possession of a weapon;
- Premeditated vandalism including environmental vandalism; and
- Criminal behaviour; or
- Possession of a prohibited substance.

### Consequences for minor unacceptable behaviours

- Students will be warned of inappropriate behaviour, if the behaviour persists the student may be withdrawn from activities. In all cases the student will be supervised by a staff member. The student will re-join the group at the discretion of the Amaroo teacher and visiting teacher.
- Use of personal property technology **mobile devices** - Amaroo teachers are sensitive to the visiting school's policy; however if it appears that learning/lesson is being disrupted by such usage, then the device will be required to be put away or removed from the student's possession for the remainder of the program and returned to the student at the end of the program;
- **Incidents of bullying and cyber bullying** are unacceptable in any form and will be addressed immediately by centre staff and then collaboratively between the school, teachers, administration and Amaroo EEC administration to ensure that the school's policies and procedures are implemented. If the behaviour continues and/or threatens the safety of the group, then the student will be withdrawn from activities and the Centre Administration contacted.

### Consequences for major unacceptable behaviours

- Students will be withdrawn from activities for persistent or serious misconduct and in all cases will be supervised by a staff member. Persistent unacceptable behaviour will be reported to Centre Administration and will be reported to the visiting school's administration and/or parent and may include returning the student to the visiting school campus.



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- Students who are in possession of a weapon or prohibited substance - the Centre will enact the following procedures:
  - **Weapons:**
    1. No knives, tools or any items that can be used as a weapon are allowed at Amaroo EEC. Knives or tools needed for any activities will be provided by the Centre teachers and the use of them will be supervised by the Centre staff e.g. cooking equipment or camping tools. Centre teachers are mindful of the potential for students to use forest items such as sticks or rocks as weapons and include this factor in their curriculum activity risk assessments and on site safety talks.
    2. If a student does bring a knife to Amaroo, it will be confiscated by the centre Principal until such a time that the Principal can discuss the next course of action with the visiting school's Principal i.e. withdrawal of student from the group, parents contacted, student returned to school, Police contacted.
    3. The Police will be called if the Principal deems it necessary to do so i.e. student is uncooperative, student and adult safety is threatened.
  - **Prohibited substances:**
    1. Health status of student will be determined and medical support sought if necessary.
    2. Substance will be identified (where possible), confiscated and secured by the centre Principal.
    3. Any other people involved will be identified and manage 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 to their school.
    6. Regional Director Darling Downs and South West Region will be notified and a report will be prepared.

### 7. Network of student support

Specific responses will be referred to each visiting school for support at the school's local level as per their networks and procedures and processes.

### 8. Consideration of individual circumstances

**Amaroo Environmental Education Centre** endeavours to complement the collaborative approach to behaviour support that schools bring with them to the Centre. Where appropriate this includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies.

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.



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### 9. Related legislation

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

### 10. Related departmental procedures

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

### 11. Some related resources

This could include:

- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Amaroo EEC website : \[www.amarooeec.eq.edu.au\]\(http://www.amarooeec.eq.edu.au\)](#)

### Endorsement

Principal

Principal's Supervisor

Date effective: From February 2017 to December 2020