

Student Code of Conduct

2025-2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

Amaroo would like to acknowledge the Western Wakka Wakka Nation - the Land on which we learn, work, play and love. We thank the Jarowair and Giabal Peoples for taking care of the land and waterways; for generously sharing their cultures, traditions, knowledges and languages with us. We pay our respects to the Traditional Custodians of Gummingurru and honour their cultural knowledge and spirit of generosity.

Amaroo Environmental Education Centre (Amaroo EEC) provides meaningful, place-based learning experiences that prioritise student wellbeing, safety, and inclusion. We welcome all students, teachers, and community members to learn on the traditional lands of the Jarowair and Giabal Peoples, and we embed a deep respect for Country in all aspects of our teaching and learning.

At the heart of our programs is the belief that every student can grow in their ability to care for themselves, care for others, and care for the environment. Staff at Amaroo actively foster a culture of respect, responsibility, reconciliation, and reflection, and promote behaviours that support individual wellbeing and collective environmental stewardship.

This Student Code of Conduct reflects our commitment to maintaining a safe and supportive environment where students are encouraged to participate fully, engage deeply, and learn responsibly. It outlines the expectations we uphold to:

- support student wellbeing and positive social behaviour,
- recognise and respond to the diverse needs of learners, and
- deliver engaging, inclusive, and environmentally focused education experiences.


We aim to maintain high standards of behaviour across all participants so that teaching and learning at Amaroo remain safe, respectful, and productive for all. Visiting students remain under the care and behavioural expectations of their home school, and Amaroo EEC staff work in close partnership with visiting school teams to uphold shared expectations.

While the centre respects the behavioural codes of our visiting schools, we also have specific site-based requirements that ensure safety, inclusivity, cooperation, and environmental care. Decisions regarding behaviour management and consequences are always made in collaboration with the student's school leadership.

Contact Information

Postal address:	90 Kleinton School Road, Kleinton via Toowoomba QLD 4352
Phone:	07 4596 4333
Email:	admin@amarooeec.eq.edu.au
Centre website address:	https://amarooeec.eq.edu.au/
Contact Person:	Selena Komodzinska, Principal

Endorsement

Principal Name:	Selena Komodzinska
Principal Signature:	
Date:	27 th January 2025

Contents

Whole School Approach to Discipline	5
Consideration of Individual Circumstances	6
Differentiated and Explicit Teaching	7
Focused Teaching	8
Intensive Teaching	9
Disciplinary Consequences	10
Centre Policies	11
Temporary removal of student property	12
Responsibilities	13
Use of mobile phones and other devices by students	14
Preventing and responding to bullying	15
Amaroo Environmental Education Centre - Bullying response flowchart for teachers ..	16
Appropriate use of social media	17
Cyberbullying response flowchart for centre staff	19
Restrictive Practices	20
Critical Incidents	21

Whole School Approach to Discipline

At Amaroo Environmental Education Centre, we are dedicated to fostering inclusive, responsive and engaging outdoor learning environments where every student is supported to thrive. We welcome students from all backgrounds, identities, and abilities, and believe that each learner brings unique experiences, knowledge, and potential to our Centre.

Our approach is grounded in the understanding that students are curious, capable, and are developing a growing sense of responsibility—for themselves, others, and the environment. Each child learns in their own way and at their own pace, and our programs are designed to respect and nurture these individual journeys.

Positive relationships are central to everything we do. We believe that meaningful learning happens when students feel connected—connected to their peers, to staff, and to the land on which they walk and learn. As such, we place a strong emphasis on creating a culture where all learners feel seen, heard and valued.

To support this, Amaroo EEC uses a strengths-based, proactive approach to behaviour that promotes a strong sense of belonging and purpose. We embed clear, consistent expectations across all programs to help students understand what respectful and safe learning looks like in an environmental context.

These expectations are centred around four key values:

- **Respect** – *for self, others, and the natural world*
- **Safety** – *ensuring wellbeing in outdoor and shared spaces*
- **Participation** – *actively engaging in learning opportunities*
- **Cooperation** – *working positively with others to achieve shared goals*

These expectations are taught, modelled and reinforced by staff throughout the learning day. Students are encouraged to practise positive behaviours and are supported with constructive feedback to strengthen their self-awareness, social skills, and environmental responsibility.

Through this approach, Amaroo EEC aims to create safe and inspiring spaces where students feel empowered to participate fully in their learning and contribute positively to the learning community.

Queensland state school students who access Amaroo Environmental Education Centre are not enrolled at our centre, and therefore remain subject to the *Student Code of Conduct* from their base school. This includes possible disciplinary consequences for inappropriate behaviour such as suspension. Decisions regarding suspension remain the responsibility of the principal of the school at which the student is enrolled.

Consideration of Individual Circumstances

At Amaroo Environmental Education Centre, we recognise that every student arrives with a unique set of experiences, strengths, and needs. In all aspects of our teaching and behaviour support, we take into account individual circumstances such as a student's behaviour history, disability, mental health, wellbeing, cultural or religious background, family situation, and support arrangements.

As most students who attend Amaroo EEC are visiting from other schools, our staff typically have no prior relationship with them. We understand that the time available to build trust and rapport is brief. To support students effectively from the outset, we rely on detailed input from visiting teachers and, where appropriate, from families, prior to the program day. This information helps us establish a clear and respectful starting point for learning, and ensures any reasonable adjustments needed for participation are identified in advance.

Visiting schools play a key role in preparing their students for their experience at Amaroo EEC. By ensuring students understand the expectations and are ready to engage, schools help set students up for success. Program planning is always a collaborative process between Amaroo staff and the visiting teacher, with consideration given to any relevant learning, behavioural, or health needs.

We design our programs using the principles of Universal Design for Learning (UDL). This approach ensures our learning environments, resources, and activities are intentionally flexible and accessible to the widest possible range of learners from the outset. Whether through differentiated instruction, scaffolded support, or adaptive tools, we aim to meet students where they are.

In responding to student behaviour, we apply the principle of equity—recognising that fairness does not always mean treating everyone the same. Some students may need additional clarification, more time to practise a skill, or different strategies to support emotional regulation. In cases where students have experienced trauma or are navigating complex personal circumstances, traditional disciplinary responses may not be appropriate or effective. These factors are carefully considered by Amaroo EEC staff, in consultation with the visiting school, before any decisions are made.

Privacy is a fundamental part of our professional practice. Amaroo EEC staff are required by law to protect student confidentiality. This means we will not discuss the details of any disciplinary matters or personal circumstances with anyone other than the student's parent or carer, even in situations where another student is affected. We ask all families and school staff to respect this confidentiality and trust that any matters will be addressed appropriately and with care.

If you have concerns about a behavioural incident involving your child or another student or staff member, please contact the Amaroo EEC Principal to arrange a confidential discussion. Alternatively, you may wish to raise your concern with the Principal of your child's school.

Differentiated and Explicit Teaching

At Amaroo Environmental Education Centre, we deliver place-based programs designed to engage students from Kindergarten through to Year 12 in immersive outdoor learning. Each year, we work with thousands of students from diverse schools and communities, and our teaching practices are shaped to reflect this diversity.

Amaroo EEC staff are experienced in creating flexible, engaging learning experiences that are responsive to both the outdoor setting and the wide range of learners who attend. Our programs are tailored to meet the needs of individuals, groups, and whole classes, with adjustments made to the content, delivery methods, learning environment, and the ways students can demonstrate their learning.

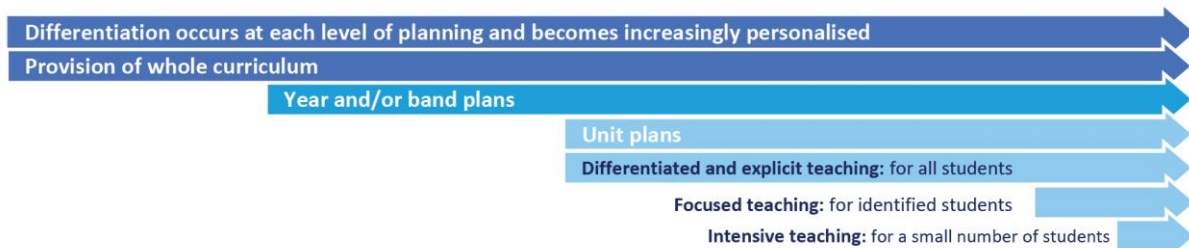
Differentiation at Amaroo EEC includes both curriculum and behaviour support. Teachers explicitly teach, model, and reinforce safe, respectful and responsible behaviours aligned with the context of outdoor learning. This includes expectations related to safety, cooperation, and environmental care. Students are provided with feedback and opportunities to practise these behaviours in authentic, real-world contexts.

Through collaboration with visiting school staff, Amaroo EEC educators adapt programs to reflect students' readiness levels, interests, and learning profiles. These decisions are informed by data, observation, and professional knowledge of students' behavioural and learning needs. By varying how learning is delivered and how success is demonstrated, we aim to create equitable and engaging experiences that support every student to participate and succeed.

Our programs make use of multi-sensory, hands-on activities, visual cues, and small group strategies that promote discussion, collaboration and critical thinking. Learning is often structured through inquiry, guided discovery and cooperative tasks—ensuring students of all learning styles and abilities can access and engage with the content.

Differentiation at Amaroo EEC occurs across several layers—from whole-group supports, to targeted small-group adjustments, to highly personalised strategies for individual learners. This layered approach allows us to plan proactively for inclusion, strengthen positive behaviours, and ensure the wellbeing and safety of all learners in an outdoor context.

At Amaroo EEC, we view differentiated teaching not only as an academic strategy but as a key contributor to a respectful and responsive learning environment where every student is supported to grow.



Focused Teaching

While most students are able to meet behaviour expectations with quality teaching and differentiated support, a small proportion—around 15%—may require more targeted assistance to engage successfully in outdoor learning environments. These students might find it challenging to meet expectations during specific times of the day, in particular settings, or in response to certain tasks.

At Amaroo Environmental Education Centre, we provide focused behaviour teaching to support these students in building the skills they need to participate safely and respectfully. This involves revisiting key behavioural expectations through structured, explicit strategies that are tailored to students' needs. Focused teaching may include modelling appropriate behaviours, providing guided practice, using visual or social stories, and offering frequent feedback and encouragement.

Students are given multiple chances to rehearse and demonstrate the targeted behaviours, with support that is clear, consistent, and compassionate. Our goal is to help all students experience success and feel confident as learners in an unfamiliar outdoor environment.

To ensure students are well-supported during their visit, we work in partnership with the visiting school's staff. We rely on visiting teachers to share relevant information regarding students' medical, learning or behavioural needs prior to their arrival. This includes:

- Completing and returning the Amaroo EEC Class Confirmation Form with relevant student information,
- Clearly identifying any health, safety, or support considerations for both students and accompanying adults, and
- Ensuring students have access to any support or resources they require during the program.
- Detailed information about our teaching programs, activities, and safety procedures is provided to visiting schools in advance. Teachers can access our planning materials and risk assessments, including Curriculum Activity Risk Assessments (CARAs), via the Amaroo EEC website, Sharepoint or by request.

Where serious or unsafe behaviour occurs, Amaroo EEC staff will contact the Principal or relevant leadership team member of the visiting school to discuss appropriate next steps.

Together, through clear communication and shared responsibility, we create learning experiences where all students can participate, feel safe, and succeed.

Intensive Teaching

Some students may require a higher level of support to fully engage with the learning experiences offered at Amaroo Environmental Education Centre. In these cases, intensive teaching and support are arranged by the student's base school in advance, to ensure their participation is safe, supported, and meaningful.

Intensive teaching involves frequent, highly structured, and individualised instruction focused on building key behavioural understandings and skills. This may be delivered one-on-one or in small groups, depending on the needs of the student. The goal is to build student confidence and capability in demonstrating expected behaviours across a range of situations.

This level of support may be required for a brief time to address a specific behaviour, or for a longer duration, depending on the student's needs and the nature of their engagement at Amaroo. These decisions are guided by behavioural data, professional insight, and the visiting school's knowledge of the student.

Because Amaroo EEC staff typically work with students for a short, one-off visit, responsibility for planning and implementing any intensive behaviour support remains with the student's base school. Amaroo EEC staff will collaborate with visiting teachers to ensure appropriate strategies, supports, and supervision are in place so all students have the best opportunity to succeed.

Disciplinary Consequences

At Amaroo Environmental Education Centre, student behaviour is guided through proactive strategies that prioritise positive relationships, safety, and engagement. Centre staff explicitly teach and model expected behaviours from the moment students arrive and throughout the learning day, incorporating behavioural expectations alongside safety instructions to help establish a calm, respectful, and inclusive environment.

Responding to Inappropriate Behaviour

Amaroo staff use a consistent and calm approach to respond to behaviour incidents, applying professional judgement to determine whether a behaviour is **minor** or **major**.

Minor Behaviours typically:

- Represent low-level disruption or minor breaches of Centre expectations
- Do not result in harm to self, others, or the environment
- Do not significantly violate the rights of others

Centre staff and visiting teachers manage minor incidents collaboratively and on the spot. Strategies may include:

- Prompt verbal reminders of expectations
- Proximity control or non-verbal cues
- Re-direction or positive reinforcement
- Tactical ignoring when appropriate

If the behaviour continues, the student may be temporarily removed from the activity to prevent escalation and minimise disruption for others. The student will be supervised and may rejoin the group at the discretion of the Amaroo staff or the visiting teacher.

Major Behaviours include but are not limited to:

- Actions that place the student or others at serious risk
- Significant breaches of safety or wellbeing
- Severe disruptions to the learning environment
- Serious damage to property, including environmental vandalism
- Possession of dangerous or prohibited items

Major incidents are escalated immediately to Amaroo EEC leadership and communicated with the student's school administration. Where necessary, a student may be withdrawn from the program, and arrangements made for the student to return to their base school.

Consequences for Major Behaviours

Students may be removed from activities or from the Centre program entirely in the event of:

- A serious or repeated breach of behavioural expectations
- Behaviours that threaten the safety of others (e.g. violence, weapon possession)
- Intentional damage to Centre property or natural environments
- Criminal behaviour or possession of illegal substances

In extreme cases, where a student's ongoing presence is unsafe or unmanageable, the Amaroo Principal will contact the Principal of the student's home school. If immediate contact cannot be made (e.g. outside school hours), a parent or carer may be asked to collect the student.

All serious matters will be formally referred to the student's base school for follow-up action under their own Student Code of Conduct. Amaroo EEC does not administer suspensions or exclusions, but will provide detailed information to support appropriate responses by the enrolling school.

Amaroo recognises that visiting students are guests of the Centre and remain under the behaviour expectations of their base school. Visiting schools play a vital role in preparing students for success at Amaroo, and in working with Centre staff to manage any arising concerns.

Centre Policies

Amaroo Environmental Education Centre has tailored 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 removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the centre, to maintain and foster mutual respect between all centre staff and students. The [Temporary removal of student property by school staff](#) procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

Please be aware that items that are not permitted at Amaroo Environmental Education Centre may differ from those at the school at which visiting students are enrolled.

In determining what constitutes a reasonable time to retain student property, the centre staff 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 centre.

The principal of the centre determines 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 Amaroo Environmental Education Centre and will 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
- aerosol deodorants or cans (including spray paint)
- 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).

** Items not permitted at Amaroo Environmental Education Centre include: 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.*

Students are permitted to bring cutlery, and Amaroo Environmental Education Centre will provide information about the procedures for carrying and storing these items while on site.

*** The administration of medications to students by centre 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. Medical authorisation is required to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).*

Responsibilities

Staff at Amaroo Environmental Education Centre:

- do not require the student's consent to search centre property such as lockers, desks or laptops that are supplied to the student through Amaroo Environmental Education Centre;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required 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);
- consent from the student or parent is required 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 attending Amaroo Environmental Education Centre must:

- ensure their children do not bring property onto centre grounds or other settings used by the Centre (e.g. field study venues) that:
 - is prohibited according to the Amaroo Environmental Education Centre *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 centre staff that the property is available for collection.

Students attending Amaroo Environmental Education Centre must:

- not bring property onto the grounds or other settings used by the Centre that:
 - is prohibited according to the Amaroo Environmental Education Centre *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 their property as soon as possible when advised by the principal or centre staff that it is available for collection.

Use of mobile phones and other devices by students

At Amaroo Environmental Education Centre, we recognise the role of digital technologies in modern learning and communication. Digital literacy—encompassing the ability to use tools like mobile phones, tablets, laptops, and smartwatches—is an essential skill in today's world. However, the potential benefits of these devices can be undermined when they are used in ways that distract from learning, pose safety risks, or negatively impact others.

To maintain a safe and purposeful learning environment, the use of personal digital devices by students at Amaroo EEC is generally limited to specific educational or medical purposes.

Permitted Use of Devices

Students may be allowed to use personal digital devices in the following circumstances:

Curriculum-aligned activities: In select programs (e.g., senior geography, STEM or leadership programs), students may use personal devices to collect data, navigate, or engage with apps such as Survey123, QuickCapture, GPS Tracks, or %Cover. Use in these contexts is agreed upon in consultation with visiting teachers.

Medical needs: Where the use of a personal device is required to support a student's diagnosed medical condition, this must be discussed with Centre staff prior to the visit and formalised in collaboration with the enrolling school.

Amaroo EEC provides centre-owned iPads where digital tools are required as part of the learning program. These are managed devices configured for educational use only, ensuring safe and appropriate access.

Restricted Use

Unless specifically approved for educational or medical reasons, the use of personal mobile phones, laptops, tablets, or smartwatches is not permitted during program delivery at Amaroo EEC. These devices can disrupt the outdoor learning focus and reduce student engagement with peers, nature, and the learning experience.

Where students persist in using personal devices outside of approved circumstances, the Centre may enact the **Temporary Removal of Student Property** procedure, in accordance with Department of Education policy.

We encourage visiting schools and families to speak with students ahead of their visit about responsible technology use and the expectations for a focused, immersive learning experience at Amaroo.

Preventing and responding to bullying

Amaroo Environmental Education Centre uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the centre.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the centre community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at the centre. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records); and
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Amaroo Environmental Education Centre our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Amaroo Environmental Education Centre teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the centre setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

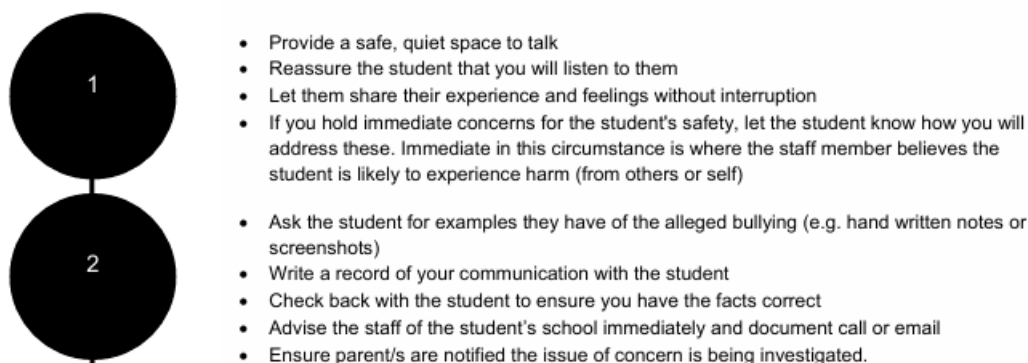
Amaroo Environmental Education Centre - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

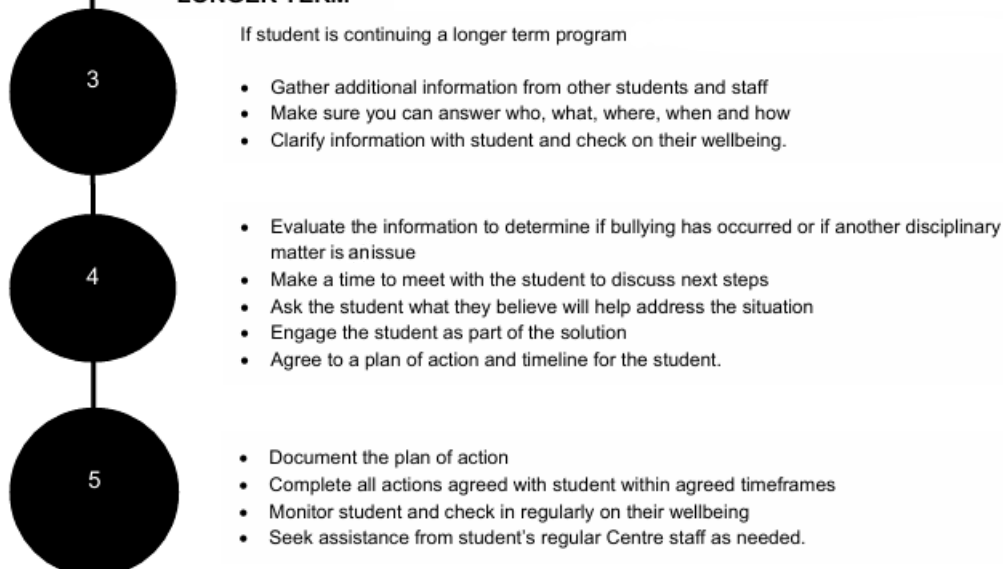
Key contacts for students and parents to report bullying:

Principal – Selena Komodzinska – 4596 4333

SHORT TERM



LONGER TERM



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes. This team provides direct support to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour. The team has also developed a [Cyberbullying and reputation management \(Department employees only\)](#) resource to assist principals in incident management.

For more information about cybersafety sessions at your Centre, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the Centre community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the Centre community. Reputations of students, teachers, Centres, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are.
- People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals. A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others.
- Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about Centres, staff or students?

Parental and community feedback is important for Amaroo EEC and the Department. If you have a compliment, complaint or enquiry about an issue at the Centre, the best approach is to speak directly to the Centre about the matter, rather than discussing it in a public forum.

While many Centres use social media to update parents of notices, the department prefers that parents contact Centres directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook. If you have raised an issue with a Centre or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Comments should be calm and polite. If you encounter negative or derogatory content online which involves the Centre, hinders a child's learning and/or affects the Centre community at large, the Amaroo EEC Principal should be contacted.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17).

School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

Any parents uploading photos of their own children must be mindful of who might be in the background. Other parents may not want photos of their children posted on social media. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online. Do not upload photos of other children or tag or name other children without parental permission.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.
- Notify the Amaroo EEC Principal

Cyberbullying response flowchart for centre staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

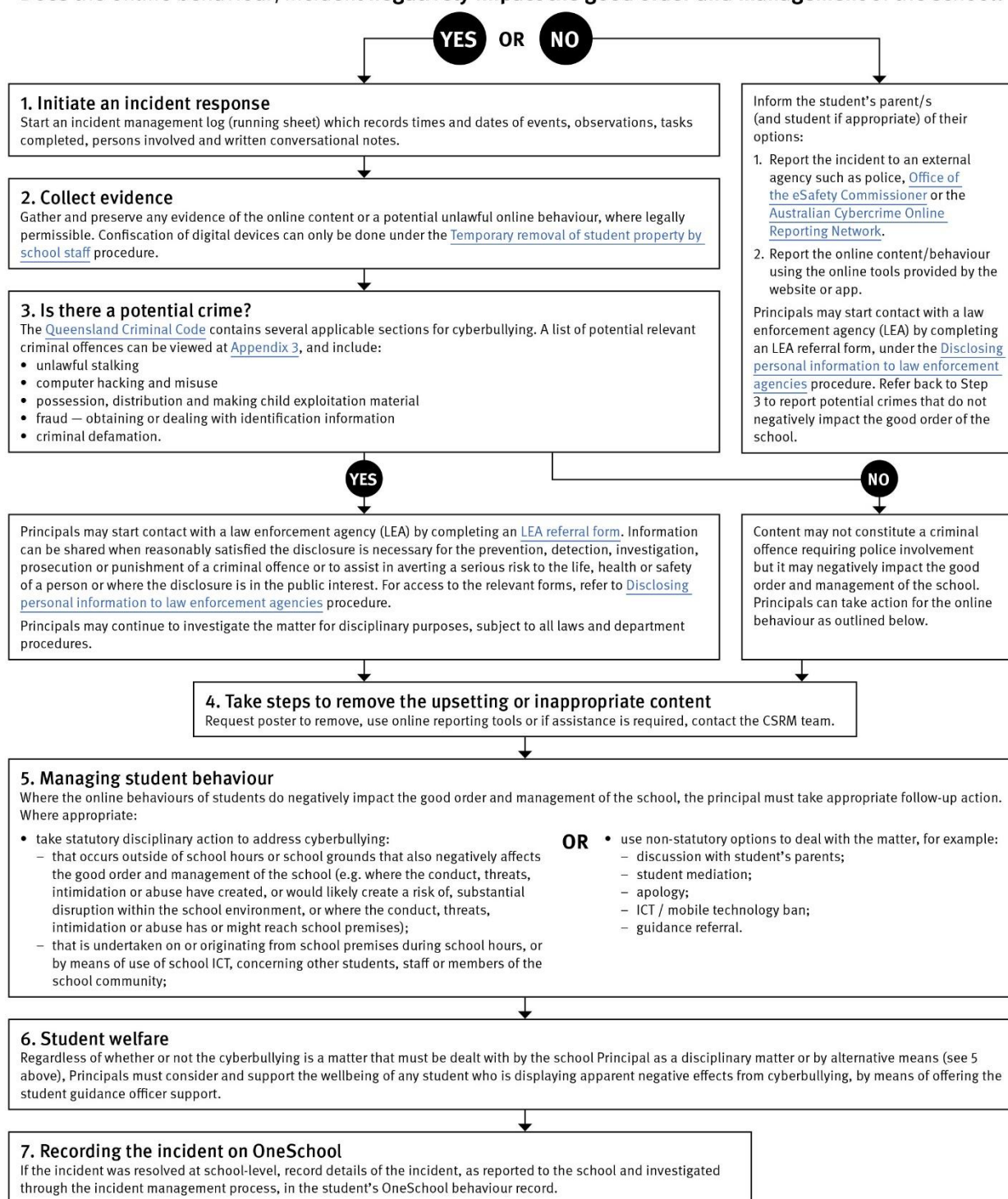
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management of the school?**



Restrictive Practices

Staff at Amaroo Environmental Education Centre need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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/ mechanical 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.

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.

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.

Critical Incidents

It is important that all 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 try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review.

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

1. 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.
2. 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.
3. 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.
4. 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 behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, 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.