



The Code of School Behaviour

Better Behaviour
Better Learning

Responsible Behaviour Plan for Students Holloways Beach Environmental Education Centre

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 with 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 centre staff and 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 and staff.

3. Learning and behaviour statement

Holloways Beach EEC aims to provide an environment which maximises the educational opportunities and outcomes for all students by endeavouring to ensure that learning and teaching at this Centre is based on hands-on real life experiences.

The philosophy of this Centre is summarised in a motto which states '*Where education comes alive*'.

We believe that when students enjoy, understand and appreciate the natural environment through a variety of hands-on activities such as boating, mangrove and beach studies and abseiling then over time they will think strongly enough about the environment (hopefully through strong environmental messages



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throughout their school lives) to minimise their impact on it as they grow and become active members of society.

At Holloways Beach EEC we believe that developing environmentally sustainable practices will give students the tools to live sustainably with an environmental ethic, and therefore have minimal impact on the earth.

We operate under the belief that for effective teaching and learning to occur, appropriate relationships must be developed between all personnel involved during the experience.

The *HBEEC Code of Conduct* clearly states the expected behaviours for all visiting students. Students, teachers and parents have the responsibility to respect, cooperate and participate with others to ensure that all programs are run safely and efficiently to ensure maximum learning outcomes.

Students are encouraged to reach toward an acceptable level of 'maturity' and accept responsibility for their behaviours.

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 Holloways Beach EEC administration to ensure that the school's policies and procedures are implemented.

• Universal behaviour support

Holloways Beach Environmental Education Centre's proactive and preventative whole-of-site strategies focus on:

- facilitating the development of acceptable standards of behaviour to create a caring, productive, and safe environment for learning and teaching
- promoting an effective learning and teaching environment that allows positive aspirations, relationships and values to develop
- fostering mutual respect
- encouraging all students to take increasing responsibility for their own behaviour and the consequences of their actions.



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All students are fully informed on arrival and supported throughout their visit to focus on **Respect, Safety, Participation, and Cooperation**. To promote success, students are actively and regularly complimented for actions that fulfil this focus. All students are encouraged to set personal goals and challenges in order to experience personal achievement and success.

In child friendly terms our expectations are as follows:

- Listen and follow instructions.
- Take care of personal gear.
- Look after the Centre and its equipment.
- Give 100% effort to all activities.
- Be courteous and cheerful.

STUDENTS CODE OF CONDUCT POLICY

Respect	<p><i>Individuals have the responsibility to respect themselves, others, and the natural and built environment</i></p>	<p>In demonstrating this students will:</p> <ul style="list-style-type: none"> - respect other's privacy by staying away from their rooms and by not interfering with their belongings - appreciate the commitment of visiting teachers and adults - be aware that other program participants and the permanent residents of the Centre's community eg. caretaker should be protected from excessive noise at unreasonable hours - be willing to accept the rights of others to their privacy, their beliefs and values - care for Centre property adjacent landowners' property etc - refrain from littering or damaging property - practice minimum impact strategies when accessing natural areas.
Safety	<p><i>Individuals have the responsibility to act safely and reasonably according to Government laws, Education Queensland's guidelines, and Holloways Beach Environmental Education Centre safety procedures.</i></p>	<p>In demonstrating this students will:</p> <ul style="list-style-type: none"> - follow all safety directions given by staff members - wear footwear when instructed - be supervised at all times when swimming - protect themselves from exposure to the sun and from dehydration - protect themselves from sandflies and mosquitoes - stay off equipment and activity sites eg. high ropes and boats unless supervised by a staff member



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		<ul style="list-style-type: none"> - be attentive in briefing sessions and during activities - accept responsibility under staff supervision for their own and others safety - ensure alcohol, tobacco, drugs (unless prescribed by a medical practitioner and with full knowledge of programme co-ordinator), and illicit substances are not in their possession - be prepared to remove all jewellery, if requested, prior to adventure activities. In the event that jewellery is unable to be removed, or suitably taped, the student will not participate as a safety precaution.
Participant	<p><i>Individuals have the responsibility to participate in the programme 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></p>	<p>In demonstrating this students will:</p> <ul style="list-style-type: none"> - ensure their own alertness, attentiveness and punctuality - abide by school and HBEEC policies regarding (electronic equipment including mobile telephones, games, cameras and video recorders, and sound equipment including Pods, MP3 players etc (Appendix 1) - endeavour to foster positive relationships with others.
Cooperation	<p><i>Individuals have the responsibility to cooperate with others to assist in the efficient functioning of the programme and the enjoyment of all participants.</i></p>	<p>In demonstrating this students will</p> <ul style="list-style-type: none"> - be prepared to participate in all activities programmed for them - strive to be part of the group and achieve the groups' goals and personal goals. - endeavour to have fun

• Targeted behaviour support

Our Centre provides the opportunity for extended camping experiences that support schools with their programs , respond to unacceptable behaviour and support continued learning engagement.

Holloways Beach EEC collaborates with the visiting school to design a tailored program for the visiting group of students. A Holloways Beach EEC teacher (coordinator) works with the school to develop a specific program and assist with all planning issues that incorporates planning processes, strategies and/or programs for targeted support. The targeted aspects of the program may be around individual student needs, a group of students, or behavioural learning objectives such as problem solving and conflict resolution.

• Intensive behaviour support

In negotiations with the school, we identify particular students who may need support on camp.

We make special arrangements with the classroom teacher for the attendance and participation dependent on the student's individual needs. Such partnerships may include other school support staff such as guidance officers and behaviour management teachers.

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.



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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).

Physical Intervention

Staff may make legitimate use of physical intervention if all 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 Holloways Beach EEC's 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.



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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 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. The following records must be maintained:

- incident report (Appendix 2)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 3).

6. Consequences for unacceptable behaviour

Behaviour management strategies will reflect collaboration between Centre staff and visiting school staff. Students will be encouraged to identify their inappropriate behaviour, reflect on the implications of this behaviour, and accept responsibility for the selection of more appropriate behaviour.

In alignment with The Code of School Behaviour, when applying consequences the individual circumstances and actions of the student and the needs and rights of school community will be considered.

Holloways Beach EEC makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team



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Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Level	Behaviour	Possible Consequences
Level 1	At this level, all students are on task and disciplinary action is required.	Positive reinforcement of appropriate behaviours and positive achievements could include: <ul style="list-style-type: none"> ▪ Verbal reinforcement ▪ Record of achievements for formal acknowledgement ▪ Phone calls/letters/e-mails to parents for good behaviours/achievements.
Level 2	Inappropriate student behaviours to be dealt with at this level include: <ul style="list-style-type: none"> ▪ Minor incidents ▪ Ignoring instruction ▪ Lateness to class ▪ Littering ▪ Verbal abuse ▪ Uniform/hair/make-up/jewellery transgressions ▪ Eating/drinking in classrooms or foyers. 	Teacher initiated actions could include: <ul style="list-style-type: none"> ▪ Verbal negotiation ▪ Reminder of classroom expectations ▪ Give verbal time-out warning ▪ Activity separation or isolation ▪ Removal from activity for one-on-one resolution <p>If repeated applications of the above actions produce no improvement in the student's behaviour, then the student should be referred to the Holloways Beach EEC teacher for action at Level 3.</p>
Level 3	Inappropriate student behaviours to be dealt with at this level include: <ul style="list-style-type: none"> ▪ Continued Level 2 behaviours ▪ Referrals from class 	Holloways Beach EEC principal, in consultation with the class teacher, the school's principal, and Holloways Beach EEC teacher will initiate actions which could include: <ul style="list-style-type: none"> ▪ Reference to Individual Behaviour Support Plan



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	<p>teachers</p> <ul style="list-style-type: none"> ▪ Repeated defiance ▪ All forms of bullying. 	<ul style="list-style-type: none"> ▪ Termination of camping experience ▪ Parent contact. ▪ Behaviour Register Filed (Appendix 4) <p>N.B. Case manager (usually class teacher) to record all incidents and actions into Student Intervention System (SIS).</p>
Level 4	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> ▪ Continued Level 3 behaviours ▪ Stealing ▪ Truancy ▪ Unexplained absence ▪ Physical aggression ▪ Possession and/or use of prohibited substances ▪ Pornography ▪ Intimidation of staff ▪ Vandalism ▪ Sexual harassment/misconduct. 	<p>Possible actions in response to inappropriate student behaviour:</p> <ul style="list-style-type: none"> ▪ Exclude from camp ▪ Referral to outside agency ▪ Referral to/consultation with the Principal ▪ Recommend suspension to Principal ▪ Police notification.

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7. Network of student support

Holloways Beach EEC supports all visiting schools through provision of a detailed resource package.

This package includes:

- The Centre's guidelines for responsible regarding safety, risk, welfare health and security.
- 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.
- 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.

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.



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HOLLOWAYS BEACH EEC considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs,

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](#)

10. Related policies

- [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



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- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- National Safe Schools Week (www.safeschoolsweek.dest.gov.au)
- Bullying. No Way! (www.bullyingnoway.com.au)
- Mind Matters www.curriculum.edu.au/mindmatters
- School Wide Positive Behaviour Support www.learningplace.com.au/deliver/content.asp?pid=24668
- Code of Conduct for School Students Travelling on Buses <http://www.transport.qld.gov.au/buscode>

Endorsement

Principal

P&C President or
 Chair, School Council

Regional Executive Director or
 Executive Director (Schools)

Date effective:

from to

Appendix 1

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the camp from the school office. Breaches of this prohibition may result in discipline.

Confiscation

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

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





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Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Holloways Beach EEC. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Are in breach of the policy and may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.



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The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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

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

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

- *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

Appendix 2

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended



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Where was the student when the incident occurred?
Who was working with the student when the incident occurred?
Where was staff when the incident occurred?
Who was next to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?
What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred immediately before the incident? Describe the activity, task, event.
Describe what the student did during the incident.
Describe the level of severity of the incident. (e.g. damage, injury to self/others)
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. (e.g. angry because I asked him/her to stop teasing).

**Appendix 3
 Debriefing Report**

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has





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occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Appendix 4

BEHAVIOUR REGISTER (LEVEL 3)

Date: ___ / ___ / ___

School: _____



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Student's Name: _____ Year Level _____

Description of Incidents

First Incident: _____

Witnessed By: _____

Second Incident _____

Witnessed By: _____

Third Incident _____

Witnessed By: _____

Management Of Incidents

First Incident _____

Second Incident _____

Third Incident: _____

Signed:





..... , , Camp
Leader
(Name, please print)

..... , ,
HBEEC Principal
(Name, please print)

..... , ,
Parent/ Guardian
(Name, please print)

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