



The Code of
**School
Behaviour**
Better Behaviour
Better Learning



Outdoor & Environmental Education Centres

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

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

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

- Building students respect for "self, others and place";
- Developing a desire for deep understanding and lifelong learning;
- Preparing young people to become caring and reflective citizens;
- Supporting students to become actively involved in their community;
- Building students' confidence in their relationships 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 a responsibility to ensure there is progress toward these values for every student. Caring and responsible behaviour is integral in assuring a safe, supportive learning environment focusing on the wellbeing of all and protection for the environment.

2. Consultation and Data Review

This plan has been developed through consultation with the centres P&C and staff. Consultation has included engaging with visiting teachers and is built upon the review of the previous plan. This plan incorporates proven and successful site operations and practices which best support safety, welfare and learning for all students and staff and protection of the environments in which we work at this site.

3. Learning and Behaviour Statement

Nudgee Beach Environmental Education Centre 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.

We believe that if students enjoy and appreciate the natural environment through a variety of hands –on experiences then over time they will develop an appreciation and desire to protect the precious environment. Our Centre community has identified the following site responsibilities which promote the highest standards of responsible behaviour:



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Respect for **SELF**
Respect for **OTHERS**
Respect for **PLACE**

The “**Behaviour Learning Conceptual Framework**” requires teachers to relationships within the learning environment.

Our Centre responsibilities have been agreed upon and endorsed by all site staff and requires the support of visiting schools.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

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

The **behaviour for learning** approach does not leave the interaction between these elements to chance. It requires the development of the three relationships to:

- Link behaviour and learning
- Identify the learning behaviours for the learning situation
- Explicitly explanation of the learning behaviour as part of the initial introduction including drawing an awareness to how a group works.
- Acknowledging good learning behaviours
- Teachers are the brokers of all relationships within the learning setting
- Teachers need to strengthen the relationship with the learner through the learning experiences.

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

• Universal Behaviour Support

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

SELF	<p><i>Individuals have the responsibility to themselves to participate in the program to the best of their ability, to act safely and reasonably according to Government laws, Education Queensland guidelines, and Centre procedures.</i></p> <p>EMOTIONAL</p>	<p>In demonstrating this students will / need to:</p> <ul style="list-style-type: none"> • Care for themselves • Wear appropriate clothing and footwear for the experiences engaged in at the time. • Students will carry and have in their possessions: Food, Drinks (other relevant items) suitable for the type and duration of the experience. • Remain on task as an active participant in the experience of the cohort.
OTHERS	<p><i>Individuals have the responsibility to be courteous and cooperate with others to assist in the efficient functioning of the program and enjoyment of all participants.</i></p> <p>SOCIAL</p>	<p>In demonstrating this students will / need to:</p> <ul style="list-style-type: none"> • Care for and respect individuals. • Use appropriate language and behaviour • Students will interact with others in a non-discriminatory way, considering others background beliefs and values • Students will assist and support other learners and members of the group.



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PLACE	<p><i>Individuals have the responsibility to respect the Nudgee Beach centre grounds and the surrounding environments being mindful of the unique natural attributes of the Boondall Wetlands and Moreton Bay Marine Park.</i></p>	<p>In demonstrating this students will / need to:</p> <ul style="list-style-type: none"> • Place rubbish in designated receptacles • Assist in the collection of unidentified items / waste as directed. • Care and respect Centre equipment • Show care for the Natural environments within the centre and it's surrounds
	<p>COGNITIVE</p>	

To assist teaching staff develop a *working relationship* with students centre teaches will in the initial introduction to the centre and the day Challenge the students
 SELF_ “What will you discover today”
 OTHERS- WE are excited to have you here
 PLACE- TRADITIONAL ACKNOWLEDGEMENT to this special place

o Targeted and/ or intensive behaviour support

Nudgee Beach Environmental Education Centre works with the visiting school to facilitate targeted programs for individuals or groups of students, or programs that include specific behavioural learning objectives. In supporting students, collaboration is vital, and visiting schools will be contacted and involved if their students engage in serious misconduct. Unacceptable behaviour is the inability to maintain respect of self, others and place.

5. Emergency responses or critical incidents

Nudgee Beach Environmental Education Centre has a two tone alarm system which will be used for fire or lockdown situations. In the event of an emergency the fire or lockdown signal will be activated based on the type of emergency. This is audible from the foreshore except on strong North Easterly winds.

- In the event of a lock down students on site will under the direction of centre staff proceed to an on- site building where they will remain until further notice. All centre facilities including sheds can be maintain communication via either mobile or landline phones. Students off site will under the direction of the centre staff proceed to a safe area such as one of the public shelter sheds within the area or local shop and await further communication.
- In the event of a fire the signal will be sounded. Students on site will proceed to the on-site evacuation point.
- Students will be directed initially by centre staff as to the action required based on the emergent situation and then Emergency service directives.
- The visiting school and Regional office staff will be informed of the situation in a timely manner. Centre staff will manage students until directed otherwise by emergency services.

Open communication with the visiting school will also guide the situation as required. 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.

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

As such, these factors will be considered in the determination of the severity of the problem behaviour and the immediacy and permanence of the response. Contact will be made with the parents or



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guardians as well as visiting school's administration when practical. In such cases Centre staff will 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). In significant incidents debriefing plans after a critical incident will be coordinated with the visiting school for both students and employees involved or associated with the incident. This will be coordinated and guided by regional advice

Physical Intervention

Staff may make legitimate use of physical intervention if reasonable non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment



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- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the centre, unless student safety is clearly threatened.

Any physical intervention made must:

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

Record keeping

- Each instance involving the use of physical intervention must be formally documented. Records will be completed as required by the visiting school.

6. Consequences for Unacceptable Behaviour

- The Centre has a zero tolerance policy for bullying including cyber bullying. All will be classed as serious breach of conduct and will be referred to the visiting school.
- Mobile devices are permitted at the centre and are used for educational purposes to record both visual and auditory experience. Usage of devices outside these parameters is in accordance with the visiting schools policy.
- Students may be withdrawn from activities for persistent or serious misconduct. In all cases they will be supervised by a staff member until other arrangements can be made with the visiting school.
- Persistent unacceptable behaviour reported to Centre Administration will be reported to the visiting school's administration and/or parents.
- Students may be removed from activities (indefinitely) or excluded from the remaining program (requiring dismissal to home via the visiting school) by Centre administration for the following reasons:
 - Breach of the visiting school's Behaviour Plan;
 - Criminal behaviour including the carrying of weapons all incidents of this nature will be referred to the Queensland Police Services ;
 - The student's continued presence is a serious threat to their own safety or the safety of others; and,
 - Premeditated vandalism including environmental vandalism.
- In the event of a prohibited substance being found with / or consumed by a student, the Centre will enact the following procedures:
 1. Health status of student will be determined and medical support sought if necessary.
 2. Substance will be identified (where possible), confiscated and secured.
 3. Any other people involved will be identified and managed accordingly.
 4. Police Service will be notified if the substance is suspected as being illicit.
 5. Student's School Principal will be contacted. Strategy for informing parent / caregiver will be negotiated along with procedures for transporting student from the Centre.
 6. Regional Executive Director: Brisbane Metropolitan Region will be notified and a report will be prepared.



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7. Network of student support

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

8. Consideration of individual circumstances

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

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

9. Related legislation

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

10. Related policies and procedures

- [Statement of expectations for a disciplined school environment policy](#)
- [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](#)



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- [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

Schools should list any related resources they have identified. This could include:

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

Endorsement

Principal

P&C President or
Chair, School Council

Principal's Supervisor

Date effective:

from to