



The Code of School Behaviour

Better Behaviour
Better Learning

Barambah Environmental Education Centre Responsible Behaviour Plan for Students

1. Purpose

At Barambah Environmental Education Centre we are committed to providing a safe, respectful and disciplined learning environment for the visiting students and staff from our client schools. We provide quality learning experiences in an outdoor context and design our programs to meet the specific needs of the visiting group.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that learning and teaching is maximised; a safe, supportive learning environment is maintained and learning outcomes are increased for all students.

2. Consultation and data review

The formation of this plan was completed through staff meetings, focussed teacher discussions around behaviour incidents and consultation with members of the P&C. Teaching staff provided the major components of this plan. The final plan was endorsed by the Principal and the P&C President. It will be reviewed in 2019.

3. Learning and behaviour statement

We believe children learn best in an exciting, engaging, challenging and safe environment where individual learning needs are recognised and catered for - in other words *A Supportive Learning Environment*.

This supportive learning environment is not only essential for students to feel valued and to learn, but is equally important for Centre staff and visiting teachers, parents and school support staff be able to teach, to work, to enjoy the Barambah Experience, to be safe and to do their best.

A supportive learning environment is created through the establishment and maintenance of quality interpersonal relationships where the rights of all members of this education community are respected and individuals feel valued.

This belief is supported by our Centre behaviour expectations:

- Caring for Self
- Caring for Others
- Caring for Country

Learning environments that fail to be supportive will inhibit the achievement of learning outcomes and lead to inappropriate student behaviour and negative interaction between individuals and groups. At all times during a camp program, Barambah staff will work in collaboration with the visiting school staff to ensure student behaviour issues are dealt with in a supportive, timely manner; and in accordance with the respective Centre and school Responsible Behaviour Plans.





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

- Universal behaviour support**

Barambah EEC's proactive and preventative whole-of-site strategies focus on:-

- identification and justification 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 and courtesy
- encouraging all students to take responsibility for their own behaviour and acceptance of the consequences of their actions.

All students, visiting teachers and parents are fully informed on arrival that we at Barambah are committed to ensuring that everyone upholds the Centre behaviour expectations of Caring for Self, Caring for Others and Caring for Country. These expectations are visibly displayed in all areas of the Centre and are referred to and reinforced throughout the duration of a school visit.

<i>Caring for Self</i>	<p>Individuals have the responsibility to act safely and reasonably according to Government laws, Education Queensland's guidelines, and Barambah Environmental Education Centre behaviour expectations and safety procedures.</p>	<p>In demonstrating this students will:-</p> <ul style="list-style-type: none"> - follow all safety directions given by staff members - wear footwear at all times (fully enclosed footwear during program activities) - protect themselves from exposure to the sun and from dehydration - use equipment and activity sites when directed and supervised by a staff member - be attentive in briefing sessions and during activities - accept responsibility under staff supervision for their own safety and the safety of others - ensure alcohol, tobacco, drugs (unless prescribed by a medical practitioner and with full knowledge of program co-ordinator), and illicit substances / articles 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.
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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 Barambah Environmental Education Centre'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.

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
- program disruption
- refusal to comply
- verbal threats
- leaving a group activity 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

In all instances the Principal of the visiting school will be contacted as soon as practicable to discuss incidents. Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Camp Report
- [Health and Safety incident record](#) (link)
- Written report to be sent to the Principal of the visiting school.

6. Consequences for unacceptable behaviour

At all times 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.



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Minor behaviour issues are handled by staff (either Barambah or visiting school staff as appropriate) at the time it happens. If students continue to display inappropriate behaviour then they may be withdrawn from activities and in all cases will be supervised by either a Centre staff member or a visiting teacher or staff member.

Persistent unacceptable behaviour or major behaviours will be referred directly to the Centre Principal and reported to the visiting school's Leadership team. The student/s involved may be excluded from the remaining camp program. In extreme cases of inappropriate behaviour the students will be dismissed and sent home. The transportation of the student/s is to be organised by the visiting school's Administration. Examples of extreme cases of inappropriate behaviour may include the following:-

- Serious physical aggression
- Major bullying or harassment
- Possession or use of illegal drugs
- Possession or use of weapons eg knives
- Wilful vandalism to property or the environment
- Major disruption to the teaching of the program

In the event of a prohibited substance being found with/or consumed by a student Centre staff will enact the following procedures:

1. Health status of student will be determined and medical support sought if necessary.
2. Substance will be identified (if possible) and then confiscated and secured in the Centre's administration building.
3. Any other people involved will be identified and managed accordingly.
4. Police Service will be notified if 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 Office will be notified and a report will be prepared.

In the event of a weapon being found in a student's possession, the weapon will be confiscated and the QPS notified.

Barambah EEC does not have mobile service, and students are requested not to bring personal technology devices eg mobile phones, iPods to camp. This policy is reinforced with the visiting school teachers and students during the camp pre-visit. If personal devices are brought to camp and are implicated in behaviour issues the devices will be confiscated and secured in the Centre Administration area. They will be returned to the visiting teachers on departure to be returned to students according to the processes in the school's Use of Personal Technology Statement.

7. Network of student support

Because students are in residence at Barambah Environmental Education Centre for a short period of time any ongoing student support is the responsibility of the visiting school. This support may include, but is not limited to:

- School teaching and support staff
- School leadership team





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<i>Caring for Others</i>	<p>Individuals have the responsibility to respect and cooperate with others to assist in the efficient functioning of the program and the enjoyment of all participants.</p>	<p>In demonstrating this students will:-</p> <ul style="list-style-type: none"> - endeavour to foster positive relationships with others. - respect other's privacy by staying away from their rooms and by not interfering with their belongings - be aware that other program participants and the permanent residents of the Centre's community should be protected from excessive noise at unreasonable hours - be willing to accept the rights of others to their privacy, their beliefs and values
<i>Caring for the Environment</i>	<p>Individuals have the responsibility to respect and care for the natural and built environment</p>	<p>In demonstrating this students will:-</p> <ul style="list-style-type: none"> - care for Centre grounds, gardens, facilities and equipment - protect native flora and fauna on leased land, State Forests and Conservation Parks. - participate in "Caring for Country" activities as part of the camp program - show respect for adjacent landowners' property and stock - refrain from littering - practise minimum impact strategies when accessing local environments.

• Targeted behaviour support

The teaching staff at Barambah EEC will collaborate with the teachers of visiting groups to design programs that focus on the educational, personal and social needs of the group and assist with all planning issues. This process incorporates the identification of outcomes, teaching strategies, program content, support structures for students with behavioural needs and assistance with excursion organisation. Much of this collaboration will take place during camp pre-visits and information will be collected utilising the Camp Pre-visit Information sheet.

The targeted support strategies of the program may focus on the specific needs of individual students or a group of students or behavioural learning objectives such as problem solving, conflict resolution and team building. As part of the negotiation process the Centre's own set of core values, beliefs and principles is to be respected and the safety and well-being of individuals or groups and the environment is to be ensured.

• Intensive behaviour support

We believe that all students are entitled to be provided with quality educational experiences. In some cases intensive behaviour support is required for students who demonstrate chronic and/or severe and challenging behaviours. In the school setting each situation is case managed and resourced appropriately. In the context of an isolated residential environmental education centre where students are on site or in wilderness areas a range of additional strategies will be required so that the well-being of **all** students, teachers and support parents is ensured.





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In cases where an individual student or a small group of students require intensive support then Centre staff will negotiate a behavioural support plan with the visiting school's leadership team, classroom teacher and parents of the student/s. The planning process will identify targeted behavioural support strategies, behavioural expectations, consequences of personal actions, exit strategies and crisis plan options while ensuring the Centre's risk management procedures are followed and the rights of **all** students are respected.

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.

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).





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- Parents
- School Guidance Officer
- District Senior Guidance Officer
- Advisory Visiting Teacher – Behaviour
- Police Liaison Officer
- Special Needs Committee
- School Chaplain
- School Nurse

In addition to school based support networks, government agencies work closely with the school to provide support when necessary.

8. Consideration of individual circumstances

To ensure alignment with the visiting school's Responsible Behaviour Plan for Students when applying consequences, Centre staff will consult with visiting teachers to identify the individual circumstances of students, consider the actions of the student/s and respect the needs and rights of the remainder of students, teachers, support parents and Centre staff.

When Centre staff apply individual behaviour support or apply consequences for inappropriate behaviour the individual circumstances of students will be considered. This includes context, emotional well-being, culture, gender, race, socio-economic situation and impairment to ensure that responses are fair and equitable.

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



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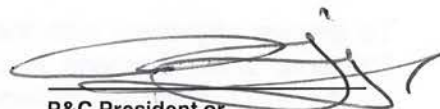
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- 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

Date effective: from 10/11/2016 to 10/11/2019

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