



## The Code of School Behaviour

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Better Learning



## Jacobs Well Environmental Education Centre

# Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

### 1. Purpose

The Department of Education and Training'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
- 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 ensuring 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

Jacobs Well EEC operates under the belief that for effective teaching and learning to occur appropriate relationships must be developed and maintained within the learning and natural environment. Each individual (teacher and learner) has personal rights and responsibilities which affect their relationships with others within their surrounding environment. The common goal is to support a learning environment which provides optimal learning and development for all.

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

- Care for yourself
- Care for others
- Care for the environment
- Participation

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





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

Visiting Schools' 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 Jacobs Well EEC administration to ensure that the school's policies and procedures are implemented.

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

<b>Care for Yourself</b>	<i>Individuals have the responsibility to respect themselves.</i>	In demonstrating this students need to: <ul style="list-style-type: none"> <li>• wear appropriate sun smart clothing</li> <li>• wear appropriate foot wear for activities</li> <li>• use common sense in unfamiliar environments</li> <li>• follow safety instructions</li> <li>• communicate with staff about concerns or anxieties.</li> </ul>
<b>Care for Others</b>	<i>Individuals have the responsibility to act safely and reasonably according to Government laws, Education Queensland guidelines, and Centre procedures.</i>	In demonstrating this students need to: <ul style="list-style-type: none"> <li>• respect others' rights</li> <li>• respect others' safety</li> <li>• respect others' privacy</li> <li>• respect others' values and beliefs</li> <li>• respect others' abilities.</li> </ul>
<b>Care for the Environment</b>	<i>Individuals have the responsibility to respect the environment.</i>	In demonstrating this students need to: <ul style="list-style-type: none"> <li>• respect and protect property</li> <li>• respect and protect vegetation &amp; wildlife</li> <li>• prevent and collect litter</li> <li>• practise minimal impact strategies in natural areas.</li> </ul>
<b>Participation</b>	<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>	In demonstrating this students need to: <ul style="list-style-type: none"> <li>• be prepared and participate in all activities</li> <li>• co-operate as part of the group</li> <li>• be alert, attentive and punctual</li> <li>• be courteous and considerate to all group members.</li> </ul>





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### 5. Consequences for Unacceptable Behaviour

- Students may be withdrawn from activities for persistent or serious misconduct. In all cases they will be supervised by a staff member.
- 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) by Centre administration for the following reasons:
  - Breach of the visiting school's Behaviour Plan;
  - Criminal behaviour;
  - 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 South East will be notified and a report will be prepared.

### 6. Behaviour Support

Jacobs Well EEC supports all visiting schools through provision of a detailed resource package which includes the Centre's guidelines for responsible behaviour regarding safety, risk, welfare, health and security.

Other points to note -

- 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 that are 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.



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## 7. Emergency or Critical Incident Responses

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 visiting school's administration in such cases to determine an appropriate strategy to ensure that both students and staff are kept safe.

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

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

### Basic defusing strategies

#### *Avoid escalating the problem behaviour*

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

#### *Maintain calmness, respect and detachment*

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

#### *Approach the student in a non-threatening manner*

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

#### *Follow through*

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

#### *Debrief*

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

### **Physical Intervention**

Staff may make legitimate use of physical intervention if appropriate 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.



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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
- 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 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.
- Records will be completed as required by the visiting school.

## 8. Consideration of Individual Circumstances

**Each incident 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, teachers and support personnel.**

### 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](#)





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### 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
- 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

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Steve Rowell

Principal

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Don Waters

Chair JWEEC Advisory Council

**Effective Date: 1 January 2019 – 31 December 2019**