

2018

Responsible Behaviour Plan for Students



To be reviewed February 2019



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1. Preamble

BIEEC staff is united, committed to and explicit about the core objective — to have a safe, supportive and disciplined learning environment; and to keep abreast of research on effective behaviour management practices. Staff is united in their commitment to the school-wide approach to managing student behaviour and have accepted personal responsibility for ensuring a safe supportive and disciplined learning environment.

2. Boyne Island Environmental Education Centre

Boyne Island Environmental Education Centre is a residential educational facility operated by Education Queensland. As a curriculum driven facility staffed by educational professionals, its role is to provide educational experiences for students beyond the capacity of the classroom. The Centre has no students of its own. Its 'students' are those from the many client schools that visit the Centre. Therefore, students come from all different socio-economic and ethnic backgrounds. Students are of all ages and stay for periods up to 5 days and occasionally for wilderness camps which may extend for up to 10 days.

3. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. A major part of a teacher's role is to ensure that children will learn and develop within the centre's environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach without inappropriate behaviours hindering his/her success and enjoyment of the centre experience. The establishment of good discipline in our centre depends upon insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of visiting students.

There is a strong and optimistic commitment by all staff to a Centre-wide approach to managing student behaviour and the development of a culture at BIEEC that enhances learning. This approach is built around high expectations, core values and a commitment to excellence and is systematically implemented across all areas of the school.

Inappropriate behaviour is any behaviour that does not meet acceptable standards and hinders students' successes and enjoyment of their centre experience. Examples include one-off incidents, arguments or fights and exclusive friendships.

Bullying is any persistent behaviour which harms other people who do not have the skills or resources to counter this behaviour. Bullying is therefore, not characterised by 'one-off' incidents; it is characterised by a pattern of behaviours by individuals; including persistent physical, verbal, non-verbal and isolation both in-person and through cyber technology.

4. Consultation and data review

BIEEC developed this positive Centre-wide approach to managing student behaviour that is grounded in research and is evidence-based, developed in collaboration of staff and a review of data relating to behaviour incidents from 2014-16. Reliable data on student behaviour and achievement are crucial to achieving a safe, supportive and disciplined learning environment. The plan was reviewed by a number of client schools.

5. Learning and behaviour statement

At BIEEC, the child is seen as an active agent and eager learner. The child is involved in gaining knowledge from their environment and constructing their own interpretations of the world through social interactions with peers and teachers. Central to this view of socialisation is the appreciation of the importance of collective, communal activity. We view children as capable and competent learners who construct their knowledge through participation in authentic, meaningful social experiences. This is the basis of [The Boyne Way](#).

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

6a. Universal behaviour support

BIEEC identifies 3 positively stated expectations and appropriate behaviours that are clearly defined and embedded in practice. This holistic approach to a supportive learning environment is encapsulated in the Centre's statement:

Care for Self, Others & the Environment

Therefore, a supportive learning environment is created on the positive ethic of 'Care' and establishes acceptable standards of behaviour in students. Our holistic approach provides a supportive learning environment through:

- shared centre values of 'caring' and a positive, inclusive culture
- establishment of agreed procedures that are known and understood by all members of the centre community
- staff access to professional development, education and training
- managing of incidents through clear and well-understood processes

Centre staff recognise that in order to better understand behaviour, we need to consider the basic human needs of:

- Survival:** The need for physical and emotional comfort and safety.
- Fun:** Through fun, students develop personal, physical and social skills.
- Love:** That is respect for self and others
- Worth:** The need for individuality, to be seen as separate as well as when a student is respected and acknowledged by peers.
- Freedom:** The opportunity to make choices within a meaningful framework.
- Forgiveness:** The need to be and feel forgiven of ourselves and others.

These basic human needs, in turn, provide the basis for a crucial component of our approach to positive behaviour support is **Restorative Justice and Practices** made up of four fundamental concepts:

- Misbehaviour is a violation of people and relationships of 'Care'.
- Violations create obligations and liabilities
- Restorative Justice seeks to heal and put things right
- It is a journey of belonging

Restorative Justice is based upon the understanding of wrongdoing and the underlying need for all of us to be connected. Wrongdoing, therefore, is damage to the connection, and Restorative Justice seeks to understand, make amends and put things right. It focuses on the harms and the subsequent needs of the victims and the offenders. It addresses the obligations resulting from those harms and involves those with a stake in the situation. By working restoratively within a relational framework, the offender develops feelings of belonging and connectedness within the group that has a preventative and significant influence on the re-offending behaviour.

We respond to incidents of wrongdoing by asking:

- What happened?
- Who is involved? **NOT** Who is to blame?
- What harm has been done? **NOT** What rule was broken?
- How can we make it right? **NOT** What is the punishment?

In extended programs, BIEEC staff create a group deal with the students. A "group deal" is a set of guidelines that all agree to operate by. It works on the idea that many believe that "rules are meant to be broken" every group needs a set of principles it can operate by. This is part of **The Boyne Way**. The group is involved in the development of the Group Deal. It can take numerous forms but includes:

- How we will participate?
- How we will respect each other?
- It also includes Safety, Laws and anything that is site specific.

The teacher helps a group to come up with what the teacher wants while leaving a group feel like they have been consulted. This creates ownership by the students rather than having rules forced upon them. The group deal then is used as a model of reflection about behaviour and the group. Individuals can call each other on the group deal or the teacher may seek to talk to individuals or the whole group if they think the group has strayed from the group deal. Individuals or the group may be asked to apologise. This should also include repentance. While this is generally used in a religious sense it simply means that I have changed my mind about doing that. I now have new information and this has caused me to review my behaviour toward that person or the group. The 'Hand' approach provides a schema.

- Thumb:** Join in to the best of your ability and be welcoming to others in the group.
- Pointer finger:** Take responsibility for your actions, don't blame others.
- Middle finger:** Be encouraging, don't be rude, no putdowns or name calling.
- Ring finger:** Be committed to the group, give your best, turn up on time ready to work and play
- Little finger:** Look after the most vulnerable, don't victimise anyone or play the victim

6b. Targeted behaviour support

LEVEL 1 INCIDENTS:

These include: Unacceptable classroom behaviour, breaching safety guidelines, unacceptable language, ignoring teacher's instructions, throwing dangerous objects.

LEVEL 2 INCIDENTS:

These include: Persistent repeating of Level 1 incidents, fighting, verbal/physical abuse, spitting/biting and harassment.

LEVEL 3 INCIDENTS:

These include: Students demonstrating higher than average rates of problem behaviour, malicious property damage, smoking, alcohol, drugs, sexual activities, possession of weapons AND

Inappropriate Use of Mobile Telephones and other Electronic Equipment by Students

Centre staff recognise the educational value of mobile ICT devices and well as a desire by parents to be able to remain in contact with their children. However, access to such devices increases the potential for *cyber-bullying* as well as the taking of inappropriate photographs. Students are cautioned on these issues in their Induction.

ALGA (see Annex A) provides the basis for BIEEC staff response. If safe to do so, the weapon will be removed from the student in accordance with EQ departmental procedures *Temporary Removal of Student Property by School Staff* (see Annex B). If unsafe, notify police and the remainder of students follow a lock-down procedure. Teachers should be aware that they may use **physical restraint** in accordance with EQ policy **Physical Restraint** (see Annex C) **to protect themselves or other students.**

Property that is Illegal to Possess

If safe to do so, the property will be removed from the student in accordance with EQ departmental procedures *Temporary Removal of Student Property by School Staff* (see Annex B). If unsafe, notify police and the remainder of students follow a lock-down procedure.

Dealing with Bullying – The High 5 Program is a list of strategies that students are provided with to manage bullying behaviour. The program is a problem-solving tool that the students can use to help them identify and cope with bullying behaviour. **The High 5 – Dealing with Bullying program** is reinforced by all members of the Centre community and is the preferred manner in which students solve problems in the grounds.

1. **Ignore** the bullying by continuing working or playing, looking the other way or walking away.
2. **Walk away / Move or look away**
3. **Talk friendly** – “That is not the Boyne Way”
4. **Talk firmly** – Stress the child uses good assertive language (words and body) with firm message.
5. **Report to teacher**

6c. Intensive behaviour support

Given the short-term nature of visits to the Centre, intensive individualised intervention and adjustments that respond to chronic problem behaviour and which support continued learning engagement are impossible and is best undertaken by the student’s school. This would include access to support available in regions.

7. Emergency responses or critical incidents

In emergency response situations, ALGA (see Annex A) provides the basis for BIEEC staff response. In the event of a critical incident, it may be necessary for the students to return to their school where they access the full range of support services available including access to support available in regions.

8. Consequences for unacceptable behaviour

LEVEL 1 INCIDENTS:

Correction by the BIEEC teacher within the class situation. Intervention by the visiting teacher may also aid in rectifying poor behaviour.

LEVEL 2 INCIDENTS:

The ‘**Tranquillity Garden**’ provides a peaceful and reflective spot where a student can take time to reflect on their actions. Here, they can seek to understand, make amends and put things right. The student focuses on the harms and the subsequent needs of the victims as well as their own needs and addresses the obligations resulting from those harms. If teachers send a student to the ‘**Tranquillity Garden**’ for a time Out period, the teacher should complete a **Behaviour Incident Report Form (see Annex D)** and file in the Office. Note this Form is an auditable document. The visiting school administration may be notified by a phone call and the possibility of no further participation in the visit will be discussed as an option.

LEVEL 3 INCIDENTS:

Given the short-term nature of visits to the Centre, students demonstrating Level 3 behaviour will be required to return to their school where they can access better educational support, intervention and adjustments. **Staff to complete Annex D, copy and send to school.**

If breaches around appropriate use of **mobile telephones** and other electronic equipment occur, the device will be removed from the student in accordance with EQ departmental procedures *Temporary Removal of Student Property by School Staff (see Annex B)*. The offending student will be returned to their school where they can access appropriate support including possible referral to Police if there are breaches of the Law, e.g. child pornography laws.

If breaches around weapons occur, if safe to do so, the weapon will be removed from the student in accordance with EQ departmental procedures *Temporary Removal of Student Property (see Annex B)* by School Staff. The offending student will be returned to their school where they can access appropriate support including possible referral to Police.

9. Network of student support

BIEEC acknowledges that networks of personnel (school based and external) exist that provide support for students, including online and other forms of ICT support. Given the nature of the operations of this Centre, access to these networks is best undertaken at the student's school.

10. Consideration of individual circumstances

The Centre's 'students' are those from the many client schools that visit the Centre. Therefore, students come from all different socio-economic and ethnic backgrounds and are of all ages. Centre staff recognise the need to create, when planning, processes that aim to ensure that emotional as well as educational outcomes for diverse needs of students are maximised (see [Consent Form](#)).

Differentiated behaviour management strategies are a feature of **BIEEC** practice.



Principal
(27 / 4 / 2018)

Chair
Friends of BIEEC
(/ / 201__)

Aim: To stop or diffuse an instance of bullying, violence or inappropriate behaviour so that both the perpetrator and victim (if present) are each managed in a supportive but appropriate manner.

Assess Risk

Avoid confrontation unless necessary to prevent harmful or dangerous acts.
 Do not get involved physically unless trained in the use of appropriate restraints.
 If a person is armed, call the police.
 Try to create a calm, non-threatening atmosphere.
 Talk slowly, quietly, firmly and simply.
 Move each person to a quiet place away from other students.

Listen non-judgmentally

Try to get the people to sit down.
 Adopt a neutral stance and a safe position in a room.
 Let the person tell their story, if they wish. Do not push them to do so at this stage.
 Be a good listener without judging.
 Do not be critical of them.

Give reassurance and information

Help to calm the person by encouraging slow relaxed breathing.
 Try to help the person to realize that you want to help them.
 Do not make promises that you cannot keep and do not lie.
 Do not try to humour them or agree with them.

For the victim;

- Explain that the attack has stopped.
- Encourage the person to reach out to classmates.
- Validate the person's reactions as being normal responses to abnormal events.

For the perpetrator;

- Do not be critical of them.
- Do not express your frustration at the person.
- Ask if they have thought about the effect their actions will have upon:
 - The victim.
 - Their family
 - Themselves (and of possible consequences for their actions).

Tell them that you will be advising their school.

Tell the perpetrator that it will be best for all that they remain out of contact with the class while emotions are high.

(This period may extend from a couple of minutes, to a session, to returning the person to their home, depending on the nature of the incident)

Advise school

Phone the school (and Regional Officers, depending on the nature of the incident) as soon as possible.

Reassure the school (and Regional Officers) that action is being taken and that you will email a report.

Collect names of witnesses and complete a short report of the incident.

Email the report to the school's Principal (and Regional Officers).

If returning the person to their home, coordinate actions with the school's Principal and Regional Officers.

Confiscation of Property

- Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:
 - preserve the caring, safe, supportive and productive learning environment of the school
 - maintain and foster mutual respect among staff and students at the school
 - encourage all students to take responsibility for their own behaviour and the consequences of their actions
 - provide for the effective administration of matters about the students of the school
 - ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Return of confiscated property

- Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so, given:
 - its condition, nature or value, and/or
 - to ensure the safety of the student or staff, and/or
 - for the good order and management, administration and control of the school.
- Where the child is an independent student it may not be appropriate to make the property available for collection by the student's parents and the property should be returned to the student.
- Ensure property made available for collection is in the same condition as when the property was removed.

Circumstances where confiscated property need not be made available for collection

- If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:
 - notify police about the removal of the property, and
 - if police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so, or
- If the police seize the property under the *Police Powers and Responsibilities Act 2000 (Qld)*, the property need not be made available by the school for collection.
- If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
- Where staff have made reasonable efforts to notify the student or the student's parents that the property is available for collection but has not been able to make contact need not make the property available for collection.
- Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.

Deciding a reasonable time to make property available for collection

- Consider, in deciding a reasonable time for making property available for collection:
 - the condition, nature or value of the property
 - the circumstances in which the property was removed
 - the safety of the students from whom the property was removed, other students or staff members
 - good management, administration and control of the school.

Physical Restraint

- use physical restraint:
 - as an immediate or emergency response
 - as part of student's individual plan, including prevention of self-harming behaviours
 - when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
 - after considering welfare of student, staff and other students
 - with such force as is reasonable under the circumstances
 - in conjunction with teaching and reinforcement of alternative appropriate behaviour

- when developing strategies to deal with situations involving use of physical restraint:
 - use risk management procedures
 - follow procedures in accordance with Code of Conduct and
- follow procedures in accordance with Student protection

- consider any issues that might exacerbate the situation such as:
 - body language, tone of voice or facial expressions
 - student's sensitivity to sounds or touch
 - student's methods of communication
- assume calm demeanor to avoid escalating student's behaviour
- maintain appropriate observation or monitoring of student during and after incident of physical restraint

- follow specific processes for
 - Physical Restraint - Immediate or Emergency Response
 - Physical Restraint – Planned Response including Prevention of Self-Harming Behaviours (individual plan)

BEHAVIOUR INCIDENT REPORT FORM

STUDENT:

DATE:

Which behaviours were observed?

- (Abuse – sexual/verbal/physical) (Unacceptable language) (Spitting/biting)
- (Unacceptable classroom behaviour) (Property damage) (Fighting) (Stealing)
- (Illegal Property) (Breaching safety guidelines) (Ignoring teacher’s instructions)
- (Harassment) (Throwing dangerous Objects) (Possession of Weapons)
- (Inappropriate Use of Mobile Telephones and other Electronic Equipment)

Other:.....

INCIDENT COMMENT:

PREVIOUS INCIDENTS & ACTIONS:

1)

2)

School Principal contacted:

Parent/Guardian Contacted:

Transport Arrangements:

Class Teacher Signature:.....Date:.....

BIEEC Teacher Signature:.....Date:.....

BIEEC Principal Signature:.....Date:.....

The first 5 minutes
BIEEC INCIDENT MANAGEMENT PLAN
January 2018

1. Manage Incident

Supervisor on spot (may be BIEEC Core Staff) to provide appropriate action(s)

Alert workplace about the emergency by sounding the appropriate alarm

Care for an injured individual and remain with the individual

(Use Trauma Kit from Office if necessary)

Inform administration by: sending a runner to raise the alarm / use of 2ways

2. Account and secure students

Supervisor on spot (may be BIEEC Core Staff) If not requiring immediate evacuation, use runners to carry written messages. The message will contain information if staff and students are to remain where they are or move to the designated safe area

Supervisors (may be BIEEC Core Staff)

Move students to C Block

Call the roll

Provide students with activities (games / videos / lessons). Normality to be returned ASAP

Separate distressed students and provide care by one supervisor in A2

BIEEC staff to cease normal duties and assist in process

3. Coordinate the activity from the office.

4. Inform BIEEC Principal / delegate

DELEGATION HIERARCHY:

BIEEC Principal; BIEEC Teacher; BIEEC Staff;

Senior Visiting School Teacher; Visiting School Teacher; Selected Delegate

Supervisor contact the Principal of BIEEC if not on site at the time & not on reef camp

Michael Gabriel: 49737196 /

0431330449

Cathy Singh: 49732488 /

0404096737

Principal/delegate call emergency services.

Note: BIEEC Principal/delegate will make the decision to call

Emergency 000 / 112

Poisons Info 131126

Gladstone Police 49713222

Boyne Fire 44737837

Boyne Ambulance 131233

BAS 0429850762

Principal/delegate notify District Office 49777001

ARD

Brian Parr

49777020

0491 220 950

Staff HR advice line: 1800 906 033
Optum 24/7 Employee Assistance
Service & Principal Support Line:
1800 604 640

Department of Communities
Recovery Line: 1800 173 349
DET Recovery Support Co-
ordinator – Jeff Hunt, Deputy
Director General: 0414 470 207

Principal/delegate notify the principal of the visiting school

Use the after hours number supplied on the Application for Booking form & entered here

Gladstone office
BIEEC staff

to make decision as to when/how to notify parents
Reception area for concerned local relatives and others to be set up in the
Lodge Shelter Area if this area is safe

Do NOT respond to main line phone calls

BIEEC staff

Keep fax line clear to be accessible for use during the emergency

Principal/delegate

Use mobile for all communications during the emergency

Principal/delegate

issue regular reports to be to all personnel involved

5. Follow procedures advised by Gladstone Office

6. Continue 2 & 3 & 5 until advised by Gladstone Office/BIEEC/Principal/Delegate

Note: All communication MUST go through the principal/delegate. Media to be dealt with by Principal or person designated by Principal / District Office. This includes parents or visiting teachers on site. The principal may collect mobile phones to ensure that communication is only through official channels.