



Boyne Island Environmental Education Centre

Student Code of Conduct 2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

The Boyne Island Environmental Education Centre (BIEEC) is committed to providing every student with a safe, respectful and memorable learning experience. The Centre aims to provide positive and hands on experiences beyond the capacity of the classroom, learning in, about and for the environment.

Our Centre's *Student Code of Conduct* sets out the responsibilities and processes used in our setting to promote a productive and effective approach to behaviour expectations. Educational outcomes are always at the heart of what we do and this requires our whole Centre community to positively contribute to learning and teaching at BIEEC where all students are able to experience success and all staff enjoy a safe workplace.

Our staff work closely with visiting schools to ensure visiting students are upholding this high standard of behaviour to ensure positive learning outcomes. Decisions about student discipline will be made in consultation with the student's school principal or delegate.

Contact Information

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Phone: (07) 4851 0333

Email: principal@boyneislandeec.eq.edu

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Contact Person: Michael Gabriel - Principal

Endorsement

Principal Name: Michael Gabriel

Principal Signature:



Date: 7/12/2020

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Principal's Foreword

Boyne Island Environmental Education Centre has a long and proud tradition of providing high quality education to students from across Central Queensland and beyond. We believe strong, positive relationships between all members of our centre community are the foundation to supporting the success of all students.

Boyne Island Environmental Education Centre has three core values, Care for self, others and the environment. Regarding behaviour these refer to:

- | | |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Care for self | be accountable for personal actions, looking after personal decisions and choices. |
| Care for others | be accountable for your actions toward others. Be kind, courteous and respectful toward the wider centre community. Contribute to the school, the centre and the community in a positive way. |
| Care for the environment | act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds. Contribute to society and civic life and take care of the environment |

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our centre staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Our Student Code of Conduct provides an overview of the centre's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It details the consequences that may apply when students breach the expected standards of behaviour, including the liaison between visiting school and the centre which may include the discussion and use of suspension or exclusion even after the learning experience with BIEEC.

I thank the students, teachers, parents and other members of the community for their contribution to this Boyne Island Environmental Education Centre Student Code of Conduct. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations. We look forward to continuing the wonderful learning experiences for students with extensive partnerships between the visiting schools and our centre.

Michael Gabriel
Principal
Boyne Island Environmental Education Centre

Whole Centre Approach to Discipline

The Boyne Island Environmental Education Centre takes pride in creating and maintaining safe and supportive learning environments for all students who attend learning opportunities with us. Thorough planning and collaboration with visiting teachers and leadership teams and our Centre staff allows the opportunity for *all* students to access the learning regardless of previous behaviour history. Our whole Centre approach to discipline stems from establishing positive and meaningful relationships with the visiting students and visiting staff. Students are encouraged to strive for ownership of their own behaviour and accept responsibility for maintaining clearly articulated high behaviour expectations.

BIEEC collaborates with the visiting school extensively prior to students attending to gather information on all learners and their needs. Our staff are able to design and modify a tailored program for the visiting group of students in order to establish and implement inclusive and positive interactions to engage and support *all* students in activities. There is a recognised joint responsibility between the individual (and their family) and the education system (the base school and our centre) for their physical, intellectual, emotional and social development and this is also a strong focus while learning at BIEEC.

BIEEC focuses the whole experience of learning experiences on these three student responsibilities:

- Care for self
- Care for others
- Care for environment

Queensland state school students who access Boyne Island Environmental Education Centre are not enrolled at our centre, and therefore remain subject to the *Student Code of Conduct* from their base school. This includes possible disciplinary consequences for inappropriate behaviour such as suspension. Decisions regarding suspension remain the responsibility of the principal of the school at which the student is enrolled.

Consideration of Individual Circumstances

Staff at BIEEC take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. Our staff, however, rely on the advice and information shared by the student's parents and staff from the school at which they are enrolled. To ensure that appropriate considerations and reasonable adjustments are made to support each student, it is imperative that information disclosure is proactive to maximise the opportunity for success.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to

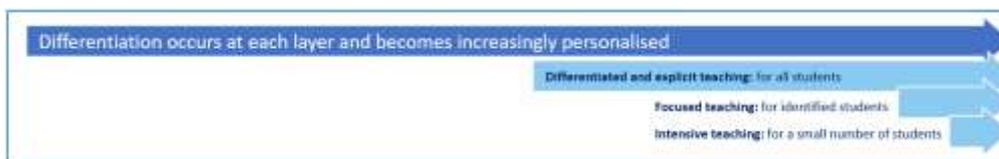
students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. Our teachers and principal will consider the individual circumstances of each individual student in both the instruction of behaviour and the response to behaviour.

Differentiated and Explicit Teaching

Boyne Island Environmental Education Centre, like all other Queensland state schools, is a disciplined educational environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at BIEEC vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to information supplied by the visiting school and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning. As we have a variety of age groups (Prep-Year 12) and a combination of day visit and residential programs, what and how to teach certain behaviour significantly changes from group to group.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



Focused Teaching

Some students may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a different program such as a day visit excursion or residential program, and focused teaching is provided to help them achieve success. BIEEC seeks assistance at times from the visiting school staff to be successful in this step.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. Focused teaching may involve elements of safety which are expectations that must be met.

BIEEC teachers work collaboratively with visiting teachers to provide focused teaching. Focused teaching is aligned to the BIEEC curriculum, student expectations and all programs that run at the Centre.

Intensive Teaching

Some students may require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period while at the Centre. Decisions about the approach will be made based on collaborative planning between BIEEC and the visiting school.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Strategies will reflect collaboration between BIEEC 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.

Contact will be made with the visiting school's administration in the case of serious or continuous breaches of conduct.

Disciplinary Consequences

The majority of students attending Boyne Island Environmental Education Centre will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class/lesson corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. This may include focussed teaching opportunities. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the principal of BIEEC for determination of a disciplinary consequence.

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. The determination of the need will be made by the BIEEC principal in consultation with BIEEC teachers, visiting teachers and other relevant stakeholders.

On occasion the behaviour of a student may be so serious or repetitive, such as causing harm to other students or to staff, that the principal may determine that returning the student to the school is necessary as a consequence for the student's behaviour. Usually this course of action is taken when the behaviour warrants immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

BIEEC and visiting teacher provides responses to low-level or minor problem behaviour. This may include:

- Tactical ignoring of inappropriate behaviour
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Whole class practising of routines (e.g. safe techniques or behaviour throughout certain activities)
- Individual positive reinforcement for appropriate behaviour
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")

- Revised seating and relocation of student/s
- Reminders of individual or class/group goals – group pledge
- Redirection
- Prompt student to take a break or time away in class
- Provide demonstration of expected behaviour – especially in relation to safety
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from activity or progressive activities e.g. not safe at low ropes, can not access high ropes)

Focused

BIEEC and visiting teacher is supported by other school-based staff to address problem behaviour. This may include:

- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Check in Check Out strategy – utilising BIEEC’s spaces “Tranquillity garden” and “Power down space”
- Teacher coaching and debriefing
- Contact with parents

Intensive

BIEEC principal works in consultation with BIEEC teacher, visiting teacher and school administration to address persistent or ongoing serious problem behaviour. This may include:

- Complex case management and review
- Contact with parents and external agencies
- Temporary removal of student property (e.g. mobile phone)
- Student returned to school or home

Any serious incidents will be immediately referred by the principal of Boyne Island Environmental Education Centre to the principal of the student’s school for appropriate school disciplinary action in line with the *Student Code of Conduct* for that school. This may include suspension or exclusion from school.

School Disciplinary Absences

Students who attend Boyne Island Environmental Education Centre are not enrolled at the centre, and therefore decisions about the use of a school disciplinary absence, such as suspension or exclusion remain the responsibility of the principal of the school at which the student is enrolled. However, the principal of BIEEC can end the student’s participation in activities or the program at BIEEC. It would then be the responsibility of the student’s school principal to address any further disciplinary action. BIEEC

will assist, where requested, regarding decisions around the actions of the student and possible consequences.

Centre Policies

Boyne Island Environmental Education Centre has developed Centre policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. These policies are complimentary to the policies of the visiting school.

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the centre, to maintain and foster mutual respect between all centre staff and students. The [Temporary removal of student property by school staff](#) procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the centre staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the centre.

The principal of the centre determines when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Boyne Island Environmental Education Centre and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used

as a weapon. Knives needed for school activities including dining will be provided by the school, and the use of them will be supervised by staff.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

Staff at Boyne Island Environmental Education Centre:

- do not require the student's consent to search centre property such as cabins, classrooms or laptops that are supplied to the student through BIEEC;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students attending Boyne Island Environmental Education Centre are to ensure your children do not bring property onto centre grounds or other settings used by BIEEC (e.g. camp, recreation areas, beach, parklands) that:

- is prohibited according to the Boyne Island Environmental Education Centre *Student Code of Conduct*
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the principal or centre staff that the property is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Boyne Island Environmental Education Centre has determined that mobile phones, laptops, tablets or smart watches are permitted by students while in attendance at our site under strict responsibilities and guidelines. **It is the Centres belief and strong encouragement however, that all these devices are not brought to our facility and students are encouraged to engage in other social learning and development.** BIEEC can provide ICT devices including iPads and laptops for students use throughout some programs. There may be exceptional circumstances where student medical needs necessitate the use of one or more of these devices, and this should be discussed and a decision documented in advance of the student attending BIEEC.

Responsibilities and guidelines

The responsibilities for students using mobile phones or other devices at BIEEC are outlined below.

It is **acceptable** for students attending Boyne Island Environmental Education Centre to:

- use mobile phones, tablets or laptops for
 - assigned class work and assessment work set by the Centre teachers in consultation with the visiting teachers (e.g. STEM camps, senior biology work)
- be courteous, considerate and respectful of others when using a mobile device
- switch off the mobile device and store out of sight during learning time, unless the device is being used in a BIEEC teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.
- use the mobile device during afternoon recreation time only, in a safe manner and with teacher permission (if a residential visit)
- hand in the mobile device switched off to the visiting teacher for safe (locked) storage overnight when students are going to bed (if a residential visit)

It is **unacceptable** for students attending Boyne Island Environmental Education Centre to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times (clearly explained by the BIEEC and visiting teacher)
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking

- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

At all times students, while using ICT facilities and devices supplied by the student, the school and BIEEC will be required to act in line with the requirements of the Boyne Island Environmental Education Centre and base school Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the Centre) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the Centre's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - students who use a school's or Centre's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school and BIEEC, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

The *Temporary removal of student property* policy also applies to students who bring mobile phones, laptops, tablets or smart watches to Boyne Island Environmental Education Centre.

Preventing and responding to bullying

Boyne Island Environmental Education Centre uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the centre.

The vision of the Framework is that Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential. The Framework is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The core elements are outlined below:



1. Leadership

Principals and Centre leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the Centre community actively participating in building a welcoming culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families, visiting schools and communities collaborating as partners with the Centre to support student learning, safety and wellbeing.

5. Support

School and Centre staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the centre community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at the centre. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Our Centre has a strong focus on personal and social awareness (Australian Curriculum: General Capabilities) where relationships, respect, self and group care and managing emotions of self and others is a major focus of programs.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Boyne Island Environmental Education Centre our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Boyne Island Environmental Education Centre teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the centre setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s. BIEEC staff will liaise and discuss matters with the visiting teacher to get an overall picture of the incident/s as they will know the students more closely.

Boyne Island Environmental Education Centre - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

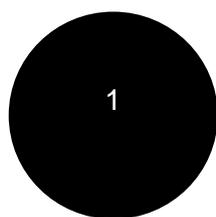
Key contacts for students and parents to report bullying:

Principal – Michael Gabriel – 4851 0333

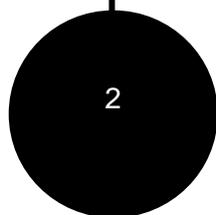
Teacher – Cathy Singh – 4851 0333

Teacher – Jayden Woods – 4851 0333

SHORT TERM

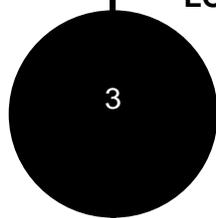


- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self)

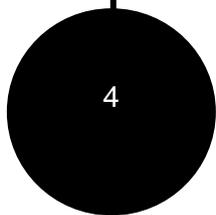


- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Advise the staff of the student's school immediately and document call or email
- Ensure parent/s are notified the issue of concern is being investigated

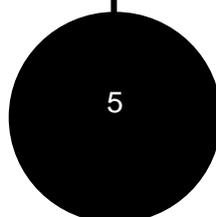
LONGER TERM



- If student is continuing a longer term program at Boyne Island Environmental Education Centre:
- Gather additional information from other students and staff
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing



- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Agree to a plan of action and timeline for the student



- Document the plan of action
- Complete all actions agreed with student within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student's regular school staff as needed

Cyberbullying

Cyberbullying is treated at Boyne Island Environmental Education Centre with the same level of seriousness as in-person bullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students attending Boyne Island Environmental Education Centre may face disciplinary action, such as removal from activity, removing of privileges, or more serious consequences such as removal from the program and referral to their regular school principal for consideration of suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school and the Centre. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. Centre staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the Boyne Island Environmental Education Centre process for managing or responding to cyberbullying should be directed to the Centre Principal on 4851 0333.

Boyne Island Environmental Education Centre - Cyberbullying response flowchart for staff

Liaise with base school principals where there is a student protection concern or where there is any other significant concern.

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

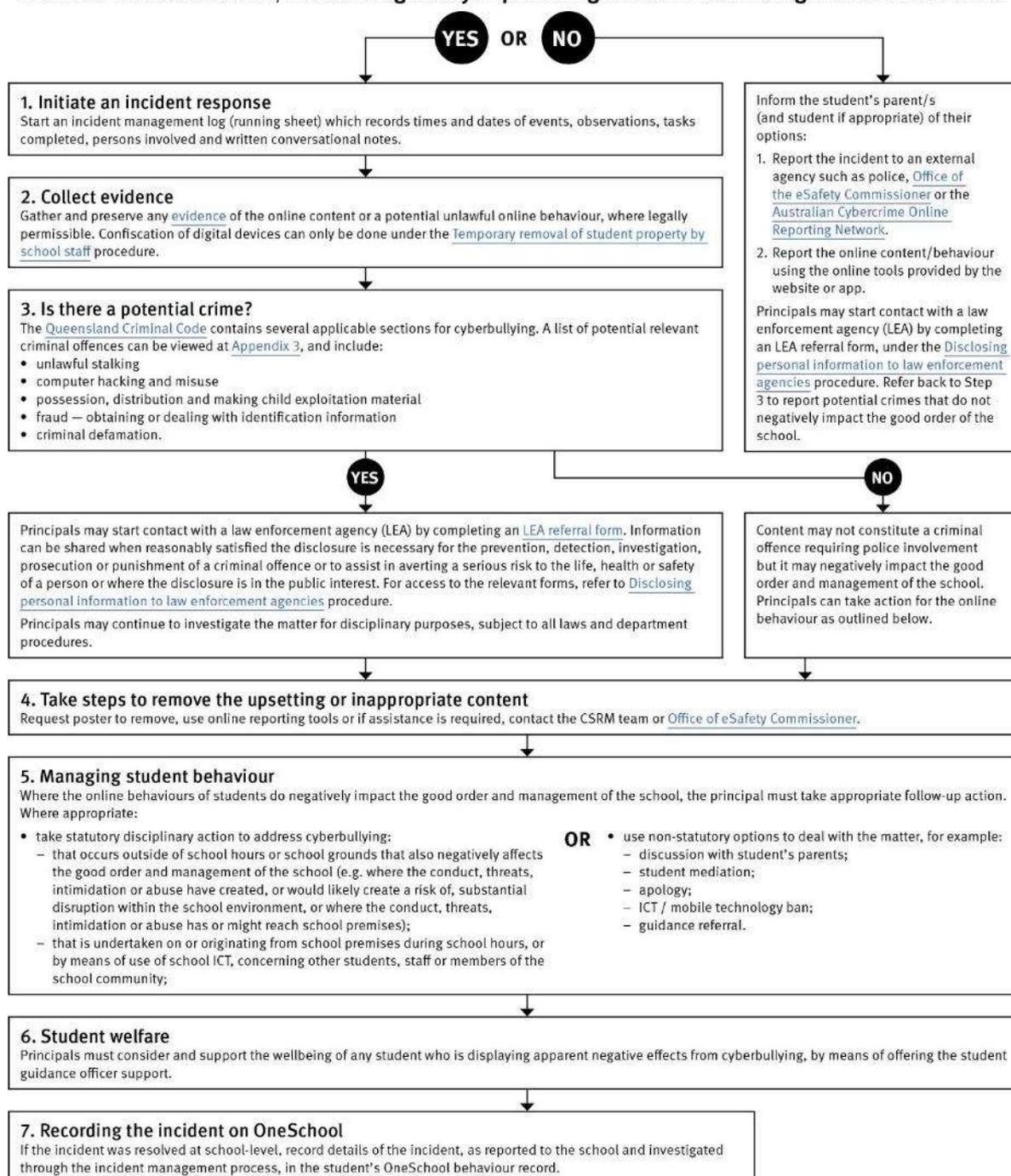
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your centre, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the centre community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the centre community. Reputations of students, teachers, centres, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, centres, staff or students?

Parental and community feedback is important for us and the department. If you have a compliment, complaint or enquiry about an issue at the centre, the best approach is to speak directly to the centre about the matter, rather than discussing it in a public forum.

While many schools and centres use social media to update parents and the visiting school of notices, the department prefers that parents contact centres directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a centre or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the centre, hinders a child's learning and/or affects the centre community at large, contact the principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Refer to the 'Cyberbullying response flowchart' above for a guide on how incidents will be managed.

Students, staff and parents should understand expected behaviours when using social media at and about Boyne Island Environmental Education Centre. Reference to the 'Use of mobile phones policy' outlines acceptable and non-acceptable behaviours when using devices and social media in our BIEEC community. It should be noted that there are several sections in the Queensland Criminal Code referencing unlawful cyberbullying and social media use. Consequences of misuse of social media at and about BIEEC will progress through the differentiated, focused and intense behaviour support and the BIEEC principal will directly liaise with the students' school regarding behaviour consequences.

Restrictive Practices

Staff at Boyne Island Environmental Education Centre need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's [Restrictive practices](#) procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance in consultation with the visiting school. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the [Restrictive practices](#) procedure. Planned strategies at BIEEC will be supported by an individual behaviour support plan from the school for specific students and may include:

- Physical restraint
- Containment
- Clinical holding

All these strategies are only employed with strict guidelines and through a reasonable need to employ these. Examples of 'reasonable' use may include:

- using manual guidance to prevent a student running onto a busy road
- holding a student to prevent them physically attacking someone
- holding a student's hand to prevent repetitive, serious self-injurious behaviour.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an

emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Facilitator prompt statements for intervention opportunities

The below are some examples of prompts that might be used by the facilitator who is assisting with the Focused Review.

1. What has been done within the classroom and school environment to minimise behavioural risk occurring?
2. Could the trigger for the behaviour have been avoided, or not?
3. Was it possible to provide the most effective response to events as they occurred? Were staff present and able to be responsive?
4. Were the responses effective?
5. What are the learning points? When exploring the strategies used during the incident, what were the responses of the student and what was effective?
6. When the restrictive practice was used, was it implemented as a last resort response to an emergent unforeseeable situation, or was it used as part of a planned response? Was it used after the implementation of proactive behaviour support, following the implementation of behavioural and deescalation strategies?
7. Were there any new risks identified and was the use of the restrictive practice safe?
8. How was the safety of everyone managed?
9. When was the restrictive practice ceased and how did the incident conclude?
10. What happened afterwards?

Critical Incidents

Residential attendance and the physical location (sometimes remote) are two unique factors that must be considered in an appropriate response to an emergency, critical incident or severe problem behaviour. Some students are in residential attendance at Boyne Island Environmental Education Centre, 24 hours a day, for the duration of their program, some of which may be conducted in remote, isolated locations.

It is important that all staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review.

For unexpected critical incidents, staff should use basic defusing techniques:

1. 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.
2. 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.
3. 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.
4. 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 behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, 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.