



## The Code of School Behaviour

Better Behaviour  
Better Learning



# Tallebudgera Beach Outdoor Education School

## Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

### 1. Purpose

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

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

- Building an understanding of, and 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 understanding and acceptance of themselves
- Building students' confidence in their relationships with others;
- Developing respect for and empathy toward sustainable practices and values; and,
- Authentic learning experiences that link with key DETE priorities and policies.

Each staff member has the responsibility to ensure there is progress toward these values for every student. Caring and responsible behaviour is integral in assuring the well being of all and protection of the environment.

### 2. Consultation and Data Review

This plan has been developed through consultation with our centre's staff, Parents and Citizens Association and School Council and is consistent with practices developed with input and feedback from visiting schools over the last decade. The plan also engages visiting school staff and students and is built upon proven and successful site operations and practices which best support safety, welfare and learning for all.

### 3. Learning and Behaviour Statement

Tallebudgera Beach Outdoor Education School (TBS) 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** – “The 4C's” which promote the highest standards of responsible behaviour:

***Courtesy; Cooperation; Consideration; Common Sense.***

These values are reinforced through the Centre's focus on developing the **5 foundations for personal growth and success:**

***Confidence; Persistence; Organisation; Getting Along; Resilience.***



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Learners are also supported to overcome the **5 blockers to personal success**:

**Feeling Down; Feeling Anxious; Procrastination (Feeling Lazy);  
Not Paying Attention (Disturbing Others); Feeling Angry – Misbehaving.**

Our Centre's focus on our **values and 5 foundation skills** has been agreed upon and endorsed by all site staff and requires the support of visiting schools.

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

#### Universal Behaviour Support

TBS values and foundation skills have proven to be consistent with those of the vast majority of visiting schools. Visiting School Responsible Behaviour Plans are recognised and supported by the Centre except where site policies regarding safety, welfare, cooperation, participation and learning take precedence.

*The table below illustrates Centre values – “The 4C’s” - with clarifying statements and expected behaviours.*

4C's	Clarifying Statement	Expected Behaviour
<b>Courtesy</b>	<i>Individuals have the responsibility to respect themselves, others, and the environment.</i>	<p>In demonstrating this, students will / need to:</p> <ul style="list-style-type: none"> <li>• Respect yourself, others and the environment.</li> <li>• Treat others as you want to be treated.</li> <li>• Encourage &amp; support team members.</li> <li>• Look for ways to help others.</li> <li>• Use appropriate language and tone of voice.</li> <li>• Refrain from 'put downs'.</li> <li>• Be polite, always use manners.</li> <li>• Be mindful of general public eg. While on Burleigh Mountain and walking to and from activities.</li> <li>• Look after equipment.</li> </ul>
<b>Cooperation</b>	<i>Individuals have the responsibility to cooperate with others to assist in the efficient functioning of the program and enjoyment of all participants.</i>	<p>In demonstrating this, students will / need to:</p> <ul style="list-style-type: none"> <li>• Listen.</li> <li>• Value the opinions of others.</li> <li>• Take turns / share / wait / work together.</li> <li>• Have a go – challenge yourself.</li> <li>• Appreciate different abilities.</li> <li>• Be a valued member of your cabin / activity and school group.</li> <li>• Remain calm, discuss problems and find the best solution.</li> <li>• Be positive.</li> <li>• Work together as a team.</li> <li>• Assist other students or teachers to ensure a successful team.</li> </ul>
<b>Consideration</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>	<p>In demonstrating this, students will / need to:</p> <ul style="list-style-type: none"> <li>• Encourage and support others.</li> <li>• Attempt an activity to the best of their ability.</li> <li>• Be a productive cabin and group member.</li> <li>• Accept individual differences in others.</li> <li>• Be organised and punctual.</li> <li>• Follow safety rules.</li> <li>• Listen to others.</li> </ul>



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	Clarifying Statement	Expected Behaviour
<b>Common Sense</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 will / need to: <ul style="list-style-type: none"> <li>• Follow standard camp rules, regulations &amp; routines (4Cs).</li> <li>• Stop, think, do – make good choices.</li> <li>• Take responsibility for own actions – think about consequences.</li> <li>• Wear appropriate clothing and sunscreen.</li> <li>• Follow all safety instructions.</li> <li>• Use equipment as instructed or intended.</li> <li>• Look after self and others.</li> <li>• Keep hands, feet and objects to self.</li> </ul>

The development of Personal Growth and Success is illustrated through the Barrier Model of the “You Can Do It” Program below. The model highlights the approach utilised by TBS to support learners to achieve positive relationships and personal wellbeing and success.

### The Barrier Model (“The Theory and Practice of YOU CAN DO IT Education”)

5 Blockers	Negative Habits of Mind		Positive Habits of Mind	5 Foundations
<b>Feeling Very Angry Misbehaving</b>	<i>Social irresponsibility Being intolerant of limits Acting without thinking Being intolerant of others</i>	<b>B A R R I E R</b>	<i>Social responsibility (Values of character) Playing by the rules Thinking First Being tolerant of others</i>	<b>Getting Along</b>
<b>Not Paying Attention Disturbing Others</b>	<i>Planning time poorly Having no goals Giving up</i>		<i>Planning my time Setting Goals Giving effort</i>	<b>Organisation</b>
<b>Procrastination</b>	<i>I can't be bothered I can't do it</i>		<i>Working tough I can do it</i>	<b>Persistence</b>
<b>Feeling Very Worried</b>	<i>Needing approval Needing to be perfect</i>		<i>Being independent Taking risks</i>	<b>Confidence</b>
<b>Feeling Very Down</b>	<i>Self-downing</i>		<i>Accepting myself</i>	<b>Resilience</b>

Young People's:

- Poor relationships
- Under-achievement
- Poor mental health

Young People's:

- Positive relationships
- Success
- Well-being

Tallebudgera Beach School works with the visiting schools to facilitate targeted personal development programs for student groups. Specific behavioural learning objectives are articulated and explained with ongoing developmental support for student groups and individuals during activities, operations and routines.

Intervention programs are managed within the framework of overcoming the 5 Blockers to Personal Success. Collaborative strategies engage visiting school staff, administration and parents as required, particularly in instances of serious misconduct.

Behaviour is managed within an expectation of maintaining trust. Trust to help support optimal learning experiences for self and others (utilising the 4 C's and 5 Foundation Skills), and trust to listen and follow staff direction to maintain learner welfare, safety and risk management.



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### Targeted and / or Intensive Behaviour Support

TBS works with the visiting school to facilitate targeted programs of individuals or groups of students, or programs that include specific behavioural learning objectives. In supporting students, collaboration is vital and visiting schools will be contacted and involved if their students engage in serious misconduct. It is also crucial that visiting schools provide the same level of support resources for targeted students attending a TBS program as that provided at the home campus.

### 5. Consequences for Unacceptable Behaviour

- The concept of unacceptable behaviour is categorised as a failure to maintain trust. That is an inability to be trusted to maintain respect for self, others and place, and / or to maintain appropriate welfare, safety and risk management. In cases of misbehaviour, 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.

There are generally 3 levels of consequences:

1. *Minor misbehaviour which requires correction or a short term consequence to restore or re-focus the required level of trust.*  
This is managed by the teacher within the lesson or activity.
2. *Repeat or more serious breaches where the student places themselves or others at risk and / or affects the quality of the learning experience for themselves or others.*  
Students may be withdrawn from activities or have privileges such as recreation time removed. Students may also be required to complete a behaviour management worksheet to outline the misbehaviour and detail appropriate alternatives and consequences to restore trust.
3. *Persistent or serious misbehaviour where the student is a serious risk to themselves or others and / or negatively impacts their learning or that of others.*  
These instances will be reported to Centre Principal or Deputy Principal. Consequences include:
  - Completion of a behaviour management contract;
  - Completion of appropriate consequences to rebuild trust;
  - Suspension from activities and removal of privileges;
  - Dismissal from camp.

For serious breaches of the Responsible Behaviour Plan, TBS will consult with the visiting school's teachers, administration and/or parents as required to appropriately manage the situation, resultant consequences and / or restore trust. Serious breaches include criminal behaviour, breaches of site policies including site security, use of electronic devices 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 of being illicit.
5. Student's School Principal will be contacted. Strategy for informing parent / caregiver will be negotiated along with procedures for transporting the offending student from the Centre.
6. The South East Regional Director will be notified and a report will be prepared.

Incidents of bullying and cyber bullying will be addressed collaboratively between the school, teachers, administration and Tallebudgera Beach Outdoor Education School administration to ensure that the school's policies and procedures are implemented.



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## 7. Emergency or Critical Incident Responses

It is important that all staff (both site based and visiting staff) have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This ensures that appropriate actions are taken to maintain the safety and welfare of both students and staff.

**The nature of residential program attendance and the use of offsite venues for activities** are two unique factors that require careful consideration when assessing appropriate risk management and preventative strategies or appropriate responses to **emergencies, critical incidents** or **severe problem behaviour**. The principles of risk assessment (level of risk, likelihood of occurrence and severity of consequences) need to be considered to determine individual student (with a history of misbehaviour) participation and / or management strategies.

As such, these factors will be considered in the determination of the severity of the problem behaviour and the immediacy and appropriate level of the response required. Consultation will occur 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 reasonable non-physical interventions have been exhausted and a student is:

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



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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. Network of Student Support

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

The resources of TBS will be used to compliment the network of support provided to students by their base school. Support structures for students on TBS programs should be at least commensurate with those provided at their home school.

## 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 1995](#)
- [Workplace Health and Safety Regulation 1997](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)



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## 10. Related departmental procedures

- [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](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together Resources for Schools](#)
- [Cybersafety and Schools Resources](#)
- [Bullying. No Way!](#)
- [Take a Stand Together](#)

### Endorsement

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President or Chair,  
School Council

\_\_\_\_\_  
Principal's Supervisor

Effective Date from ..... to .....