



The Code of School Behaviour

Better Behaviour
Better Learning

SUNSHINE COAST ENVIRONMENTAL EDUCATION CENTRE (EEC)

Responsible Behaviour Plan for Students

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Sunshine Coast Environmental Education Centre (EEC) Responsible Behaviour Plan for Students focuses on awareness of self, others and the environment through learning and having fun, in natural challenging and supportive environments. Our centre supports experiential learning experiences, prioritising emotional and physical safety.

Sunshine Coast EEC is an ever changing community of people working towards achievement of a variety of educational targets. Each member of Sunshine Coast EEC community has a responsibility to themselves and all others to ensure progress towards the achievement of these educational targets. Establishment and adherence to a code of social practices is integral in assuring the wellbeing of each member of the community and the protection of the total learning environment. We work towards a co-operative and joint responsibility with visiting schools to maintain acceptable student behaviours. The Plan has been developed through consultation and collaboration between teaching staff and client schools.

2. Consultation and data review

Sunshine Coast EEC developed this plan in collaboration with our school community. A review of school data relating to the past student program participation and behaviour incidents also informed the development process.

The Plan will be endorsed by the Principal, and the Assistant Regional Director in term four 2017. Individual policies or procedures may be reviewed throughout the life of this Plan as deemed necessary by staff of Sunshine Coast Environmental Education Centre.

3. Learning and behaviour statement

Our Plan draws its theoretical assumptions and consequent practices from a variety of fields: Choice Theory and Adventure Based Counselling.

Assumptions and beliefs arising from our interpretation and interaction with these fields as well as our own experiences are:

- We are all worthy and have the capacity to succeed and live life
- Our capacity to be successful and fulfilled is dependent on:
 - Having experiences of success to draw from
 - Our awareness of our needs and desires
 - Our ability to announce our quality world picture; our preferred future
 - Our willingness to be responsible for satisfying our needs and desires
 - Our awareness of how well our current strategies and behaviours satisfy our needs and desires
 - Our willingness to take risks and question our current beliefs and behaviours



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The Code of School Behaviour

Better Behaviour
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- Our faith in our creative ability to problem solve and discover new ways of being, believing that we are worthy and deserve the best
- We learn best
 - Through experience
 - In unfamiliar challenging environments
 - When we feel safe, emotionally and physically
 - When we feel supported
 - When we can apply specific learning experiences to many aspects of our lives

Performance indicators

Participants demonstrate:

- A sense of actively shaping their lives.
- Ability to value individual differences.
- Skills in working harmoniously within a group.
- Greater sense of choice in responding to adverse situations.
- An understanding of how we set achievable goals and reach them.
- Resilience (the capacity to recover quickly from difficulties)

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

• Universal behaviour support

All programs at Sunshine Coast EEC are designed to support students by:

- Maximising their chances of experiencing success in reaching goals by providing them with an environment that requires persistence and resilience.
- Allowing students to experience the natural consequences of their actions without being judged for them
- Providing series of sequences briefs, debriefs and check-ins over the excursion which encourages students to:
 - Get in touch with what they're feeling and observing in the present.
 - Experiment with different ways of relating to themselves, others and the environment.
 - Reflect upon their recent experiences on the excursion, and what they mean for them on their return back to school and home.
 - To share what they really want out of life.
- Using facilitators on excursions who are skilled at:
 - Facilitating awareness in others.
 - Perceiving people as worthy and capable under all circumstances.
 - Setting and maintaining clear boundaries.
 - Not responding to other people's issues or "misbehaviours" in a defensive, aggressive, or manipulative/rescuing manner.
 - Communicating clearly what they see and feel.

Promoting intrinsic control through our **Code of Conduct**:

- **Responsibility** (for our feelings, actions and experiences)
- **Engagement** (within our learning experiences)





The Code of School Behaviour

Better Behaviour
Better Learning

- **Experiencing** (supports deep learning)
- **Safety** (of self and others)
- **Sustainability** (enough for all for ever)

Our teaching approach in creating a supportive learning environment is achieved through:

- Shared school values and beliefs
- Negotiation of all programs and curriculum offerings.
- Supporting visiting schools Behaviour Plan for Students.
- Whole staff commitment to providing quality programs to all visiting students.

We achieve this through the following whole school strategies:

School

- Relationships actively built and maintained
- Consistency of approach and alignment to our beliefs
- Social and life skills being a focal aspect to all curriculum offerings
- On-going learning and development opportunities available to all staff.

Class

- Quality, inclusive curriculum.
- All activities briefed and de-briefed with a focus on Emotional and Physical Safety, self-management, human behaviour, social and life skills.

Learners

- Individual learner's self-management needs identified and addressed, in a supportive learning environment.
- Continuous focus on learning the skills of self-management.
- Learners supported by staff trained in "Choice Theory".
- Encouragement and support for students to use language of ownership.

Teachers

- Learning and development in Choice Theory.
- Use of non-coercive facilitation principles.

• Targeted behaviour support

Targeted behaviour support occurs where students consciously and consistently breach the Centre's Responsible Behaviour Plan. The following is a framework describing more specifically how we are currently working with students while on excursions.

The process is founded on asking questions that allow students to access their own wisdom, as opposed to preaching, moralising or coercing. The process is then enhanced by participants being encouraged to seek non-judgemental feedback from other participants including the facilitator.





The Code of School Behaviour

Better Behaviour
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RAISING AWARENESS ABOUT HOW PEOPLE ARE REACTING TO THE CURRENT SITUATION	RAISING AWARENESS ABOUT PURPOSE, DESIRE AND VISION	RAISING AWARENESS REGARDING THE SUCCESS OF CURRENT STRATEGIES IN MEETING NEEDS	RAISING AWARENESS OF OTHER POSSIBLE OPTIONS OR STRATEGIES	EXPERIMENT DOING SOMETHING DIFFERENTLY	EVALUATING EXPERIENCE AND TRANSFERRING LEARNING'S
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Working with a situation in the Present

Questions

What are you doing? What are you thinking? What are you aware of?	What do you want? How do you feel?	How well is what you are doing getting what you want?	What are some other strategies? Are you interested in trying something different? What choices do you have?		What was that like? How successful was it? How did you feel? How do you feel now? How can you use what you have learnt in other parts of your Life? Feedback
Feedback		Feedback	Feedback	Experiment	

Working with a situation in the Past

Questions

What happened? What did you do?	What did you want? What would you like to happen the next time? How did you want to feel?		What are some strategies? Are you interested in trying something different?		What was that like? How successful was it? How did you feel? How do you feel now? Feedback
Feedback		Feedback	Feedback	Experiment	

Working with a situation in the Future

Questions

	Where do you want to be in ? years? Where don't you want to be?	How well is what you're doing now achieving that future?	What do you need to do in order to achieve that future? What can you do differently now, that will improve your chances in achieving the future you want. Feedback		What was that like? How successful was it? How did you feel? How do you feel now? Feedback
		Feedback		Experiment	

• Intensive behaviour support

- Contact will be made with the visiting school's administration in the case of serious breaches of conduct.
- Behaviour management strategies will reflect collaboration between Centre 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.

5. Emergency responses or critical incidents

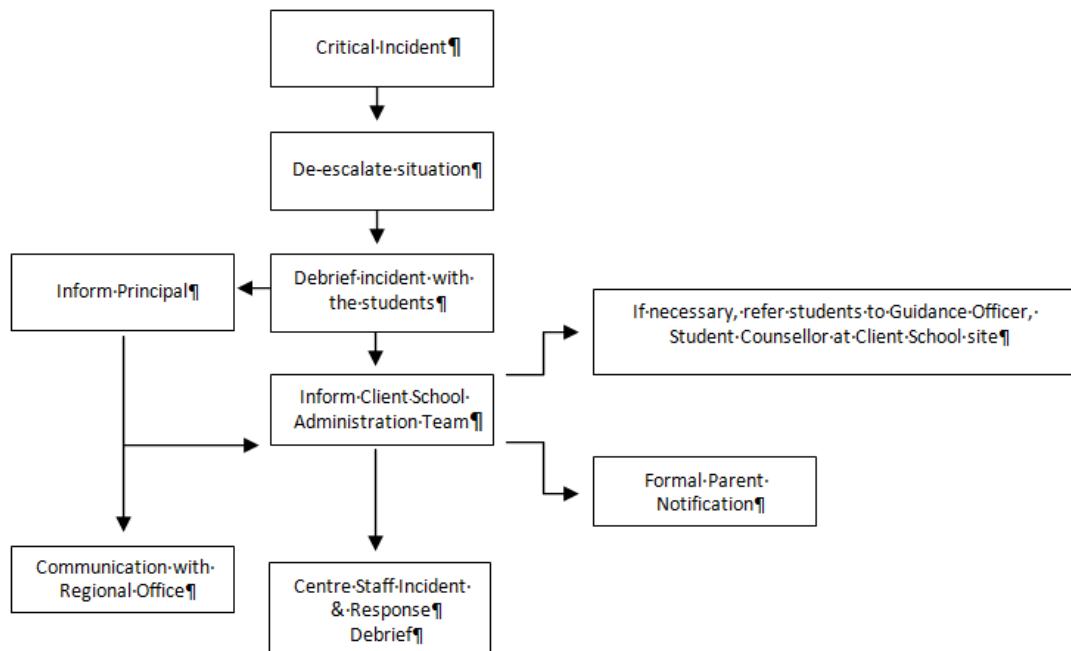
An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. The school has lock down and emergency evacuation procedures for emergency situations or critical incidents.





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Emergency response flowchart

6. Consequences for unacceptable behaviour

The management of unacceptable behaviour by student on excursions facilitated by the Sunshine Coast Environmental Education centre will be specific and targeted according to the type of program the students are attending, the duration and setting of the program, and the group of students on the excursion.

Definition of Unacceptable behaviour –is any conscious behaviour that is not safe physically or emotionally to self and or others.

There are three main structures of excursions run by the Sunshine Coast EEC, we have “Day excursions”, “Residential camps” and “Wilderness treks”.

The management steps for each type of excursion is explained in the following section.





Day Excursions and incursions

Step 1: Students who display unacceptable behaviour on the day excursion will be worked with to establish a current awareness of their behaviour and situation, the direct consequences of this behaviour for the student themselves and other students.

The student is informed that the behaviour is unacceptable in this learning environment, and the reasons outlined.

The student is then asked if they are able to accept this awareness directly about their behaviour and its unacceptable presence on the excursion. If the student is unable to accept the situation, they are informed that their behaviour will remove them from the excursion and they will be required to return to school.

If the student is able to clearly articulate their awareness of their behaviour and its unacceptable nature on the excursion, they are then asked if they want to be on the excursion.

If the student does not want to be on the excursion, they are returned to school. If the student expresses a desire to remain on the excursion, they are asked to announce a different choice of behaviour, which will be more appropriate for the excursion following the Centre's and Client school's Code of Conduct.

The student continues the excursion.



Step 2: If the student for a second time displays unacceptable behaviour, they are again worked with to create awareness of their behaviour. Following the process of step one, the student is then removed from the program, and given time to reflect further on the situation and to think about there future choice of behaviour on the excursion.

Once the student is able to clearly announce the behaviour change that they are choosing to adopt to create a successful learning experience, appropriate to the Code of Conduct, they are informed that any further unacceptable behaviour will result in their removal from the excursion. The student is then invited back to the program.



Step 3: If the student dispalys unacceptable behaviour for a third time, the student will be removed from the excursion and returned to school.



Residential camp

Step 1: Students who display unacceptable behaviour on the residential camp, will be worked with to establish a current awareness of their behaviour and the situation, the direct consequences of this behaviour for the student themselves and other students.

The student is informed that the behaviour is unacceptable in this learning environment, and the reasons outlined.

The student is then asked if they are able to accept this awareness directly about their behaviour and its unacceptable presences on the camp. If the student is unable to accept the situation concerning their behaviour, they are informed that their behaviour will remove them from the camp and they will be required to return to school.

If the student is able to clearly articulate their awareness of their behaviour and its unacceptable nature on the camp, they are then asked if they want to be on the camp.

If the student does not want to be on camp, they are returned to school. If the student expresses a desire to remain on the camp, they are asked to announce a different choice of behaviour which will be more appropriate for the camp, following the Centre's and Client school's Code of conduct.

The student continues the camp.



Step 2 - If the student for a second time, displays unacceptable behaviour, they are again worked with to create an awareness of their behaviour. Following the process of step one, the student is then removed from the program and requested to pack their belongings and place on the verandah. Student while packing, are given time to further reflect on the situation and to think about their future choices of behaviours on the camp.

Once the student is able to clearly announce the behaviour change that they are choosing to adopt to create a successful learning experience, appropriate to the Code of Conduct, they are informed that any further unacceptable behaviour will result in their removal from the camp. The student is then invited back to camp.



Step 3 - If the student shows consistency in acceptable behaviour and displays a conscious effort in making better choices, the student is asked to unpack their belongings and set up their space again before they go to bed.

If the student continues with unacceptable behaviour, they are removed from the camp and returned to school.



Wilderness Trek

Step 1: Students who display unacceptable behaviour on the wilderness trek will be worked with, with the whole group. Students will be asked to sit in a yarning circle, and a check-in will be conducted. The student displaying the unacceptable behaviour will be given the opportunity to discuss their behaviour and the potential consequences of this behaviour to themselves and the group.

Students will at times display unacceptable behaviour on the wilderness trek as way of avoiding/getting out of the wilderness trek. In this program under these circumstances, we try to facilitate the student's inclusion on the program and exclusion is not something mentioned until step three.

The whole group works through the situation identifying potential goals, experimental behaviour change, and other behaviour choices more acceptable to the groups purpose.

Once the group sets a plan and all members of the group accept the plan, students then experiment with the new behaviour and continue the trek.



Step 2: The above process will continue for the whole trek - Checking in; resetting the plan with adjustments to behavioural goals; trying to meet the students' needs more appropriately through stronger thoughtful choices. This process will always be a group process requiring all members to contribute and commit to.



Step 3: A student's exclusion from the trek will only occur when the teachers and/or the students loose trust in the program and process and danger to physical and/or emotional well-being is imminent .

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School
Behaviour**

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7. Network of student support

Sunshine Coast Environmental Education is a support resource available to all State Schools. Through the provision of the programs, we also support schools visions, values, and in direct relations to this document, we support individual schools' Responsible Behaviour Plans for Students. Our plan will be a site specific extension, building on already existing school plans.

Example-Appendix 1

8. Consideration of individual circumstances

Sunshine Coast EEC works collaboratively with visiting schools to implement processes designed to maximise educational learning for the diverse needs of students. Responses to inappropriate behaviour consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related 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

This could include:

- [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

Date effective:

from 15 July, 2017

The Code of School Behaviour

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Appendix 1

The Use of Personal Technology Devices* at School

Mobile phones and MP3 players are allowed at selected Sunshine Coast Environmental Education programs. This policy reflects the importance the school places on students to participate in school work, show respect to others and to use personal technology devices in a responsible, safe and legal manner.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff and taken to the office. Administration will ring parents. Parents will determine when personal technology devices will be returned to the student. Devices potentially containing evidence of criminal offences will be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by their being recorded without their knowledge or consent.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher. A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

We uphold the value of trust and the right to privacy at Sunshine Coast Environmental Education Centre. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.



The Code of School Behaviour

Better Behaviour
Better Learning

harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods, 'Pods® and devices of a similar nature.

