

Toohy Forest
**Environmental
Education
Centre**

Student Code of Conduct 2021-2022

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

Toohy Forest Environmental Education Centre is committed to providing a safe and respectful learning environment for all students, staff and visitors. The Toohy Forest Environmental Education Centre *Student Code of Conduct* sets out the responsibilities and processes used in our setting to promote effective approaches to teaching and learning. Its purpose is to facilitate high expectations of conduct from all stakeholders, enabling all students the opportunity to experience success and for staff to enjoy a safe workplace.


Teaching staff at Toohy Forest Environmental Education Centre endeavour to provide students with engaging, 'hands-on' learning experiences that cater for different learning styles. Centre teachers are experienced in the management of students in both classroom environments, as well as outdoor settings. High levels of student engagement and active participation in activities are seen as pivotal in promoting positive student behaviour.

In instances where disciplinary action is required, consultation will be sought with the principal or delegate of the school at which the student is enrolled.

Contact Information

Postal address:	c/o Griffith University EcoCentre, Nathan Campus, Nathan Qld 4111
Phone:	07 3735 6557
Email:	principal@toohyforesteec.eq.edu.au
Website address:	https://toohyforesteec.eq.edu.au
Contact Person:	Darren Shepherd

Endorsement

Principal Name:	Darren Shepherd
Principal Signature:	
Date:	27-01-2020

Contents

Page	Contents
2	Purpose Contact information Endorsement
4	Whole school approach to discipline
5	Disciplinary consequences Centre policies
6	Temporary removal of student property
7	Use of mobile phones and other devices
8	Preventing and responding to bullying
10	Cyberbullying
11	Appropriate use of social media
13	Restrictive practices
14	Critical incidents

Whole School Approach to Discipline

Toohy Forest Environmental Education Centre operates with the belief that for effective teaching and learning to occur, appropriate relationships must be developed. This centre acknowledges that expectations of students need to be clearly articulated by centre teachers, and supported by the delivery of student learning experiences that are engaging and appropriate for the intended audience.

At the commencement of programs, Toohy Forest EEC staff communicate the following expectations of visiting students:

- Respect for self, others and place
- Safety
- Encouragement for active participation in activities

Students who access Toohy Forest Environmental Education Centre are not enrolled at our centre, and therefore remain subject to the *Student Code of Conduct* and the expectations required of them by their school. Decisions involving consequences for inappropriate student behaviour remain the responsibility of the principal of the school at which the student is enrolled.

Consideration of Individual Circumstances

Staff at Toohy Forest Environmental Education Centre are considerate of the individual needs and circumstances of students. Visiting teachers are encouraged to contribute relevant student information prior to their excursion as a means of assisting centre teachers to make appropriate considerations and reasonable adjustments in the proposed learning experiences.

While the centre acknowledges that there is little prior knowledge of the majority of visiting students, centre teachers do plan learning experiences with clear learning goals, and include the “I do, We do, You do” strategy. Centre teachers regularly use verbal, written and visual cues to support a variety of learners, and provide support in the form of scaffolding and exemplars. In this way students are given the support they need to experience success in their learning. Furthermore, centre teachers provide multiple opportunities for students to demonstrate their knowledge and skills. This is in recognition of the belief that all students have the capacity to learn in different ways and at different paces.

Centre teachers remain guided by the student’s teacher/s with regard to individual circumstances and considerations.

Differentiated and Explicit Teaching

Toohy Forest Environmental Education Centre aspires to create a structured learning environment that meets the diverse learning needs of visiting students. This involves centre teachers setting an expectation of respect, safety and active participation, reinforcing expected behaviours and providing feedback and correction.

Teachers at Toohy Forest Environmental Education Centre vary what students are taught, how they are taught and how students can demonstrate what they know, as part of a differentiated approach to teaching and learning. Programs utilise a variety of ‘hands-on’ and practical activities that allow for group discussion and participation. Teachers regularly employ a mix of verbal, visual and pictorial cues to maximise student understanding, while utilising scaffolding techniques to support high quality student outcomes. The use of exemplars also

provides students with further support to enable them to achieve centre outcomes to a higher standard.

Students who require extensive support will have this support organised by the school at which they are enrolled to ensure that they maximise the benefits of participation, engagement and intended learning from the programs delivered by centre teachers.

Disciplinary Consequences

Disciplinary consequences used at Toohey Forest Environmental Education Centre reflect a differentiated approach. Responses to problem behaviour range from addressing minor behaviours to more serious issues that have the potential to impact upon the learning and / or safety of others. Centre teaching staff respond quickly to low-level behaviours by engaging in proximity control, rule-reminders, reinforcing positive behaviours, tactical ignoring etc. If a behaviour persists, a centre teacher may require the intervention of the visiting teacher/s as a means of avoiding further escalation and minimising the disruption to the learning environment.

Where the behaviour of a student/s may be so serious, such as causing harm to other students or to staff, the centre principal will make contact with the principal (or delegate) of the school at which the student is enrolled. This contact is necessary in order to convey the concerns and to seek advice on appropriate action. Action may include bringing the student's involvement in the excursion to a premature end. If the centre Principal is unable to contact the visiting school's principal, then the parents of the student may be contacted and asked to collect their child. This course of action would only be taken in instances where the student's behaviour was so serious as to warrant 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. It would then be the responsibility of the student's school principal to address any further disciplinary action.

Centre staff are obliged by law to respect and protect the privacy of individual students. Staff will not disclose or discuss this information with anyone but the student's family and the visiting teacher/s, school delegate/s and/or principal. We expect that parents and students will respect the privacy of other students and families.

If there are concerns about the behaviour of another student whilst at Toohey Forest Environmental Education Centre, or the way our staff have responded to their behaviour, please raise your concerns with the principal of the school at which your child is enrolled.

Centre Policies

Toohey Forest Environmental Education Centre has tailored discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- 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 Toohey Forest Environmental Education Centre and TFEEC teachers will work with the student's teacher to remove property 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)
- drugs** (including alcohol and tobacco)
- aerosol cans such as spray paint
- 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).

* Students are permitted to bring cutlery which is to remain with student's lunch boxes while on site.

** The administration of medications to students 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. Medical authorisation is required to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines). Administration of medication is by the staff from the student's base school whenever achievable.

Responsibilities

Staff at Toohey Forest Environmental Education Centre:

- may seize a student's bag where there is suspicion that the student has a dangerous item (e.g. a knife) in their bag, prior to seeking consent to search from a parent or calling the police
- understand that 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

- acknowledge there may 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)
- understand that staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination

Parents of students attending Toohey Forest Environmental Education Centre

- ensure your children do not bring property onto centre grounds or other settings used by Toohey Forest Environmental Education Centre that:
 - is prohibited according to the Toohey Forest 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 visiting teacher that the property is available for collection

Students attending Toohey Forest Environmental Education Centre

- must not bring property onto the grounds or other settings used by the centre that:
 - is prohibited according to the Toohey Forest 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 their property as soon as possible when advised by the principal or visiting teacher that it is available for collection.

Use of mobile phones and other devices by students

Toohey Forest Environmental Education Centre has determined that mobile phones, laptops, tablets or smart watches are permitted by students while in attendance at our site for use only in specific circumstances. In particular, smart phones are encouraged to value add to the learning experience in select programs. For example, phones may be used to take photos, access apps (e.g. % Cover, Freshwater Macroinvertebrates) and select websites (e.g. TFEEC, CSIRO Invertebrate Key, BoM) relevant to the program being delivered.

There may also be exceptional circumstances where student medical needs necessitate the use of one or more of these electronic devices, and this should be discussed in advance of the student attending Toohey Forest Environmental Education Centre.

The use of mobile phones and other digital devices is not permitted when they do not directly support student learning and participation. The *Temporary removal of student property* policy will apply for students who persist in incorrectly using mobile phones, laptops, tablets or smart watches at Toohey Forest Environmental Education Centre.

Preventing and responding to bullying

The 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. Centre teaching staff collaborate with visiting teachers and students to respond to any matters raised of this nature.

The flowchart on the following page explains the actions Toohey Forest 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. Toohey Forest Environmental Education Centre will always refer incidences of bullying on to the staff of the visiting school to ensure that the procedures of the student's base school are followed.

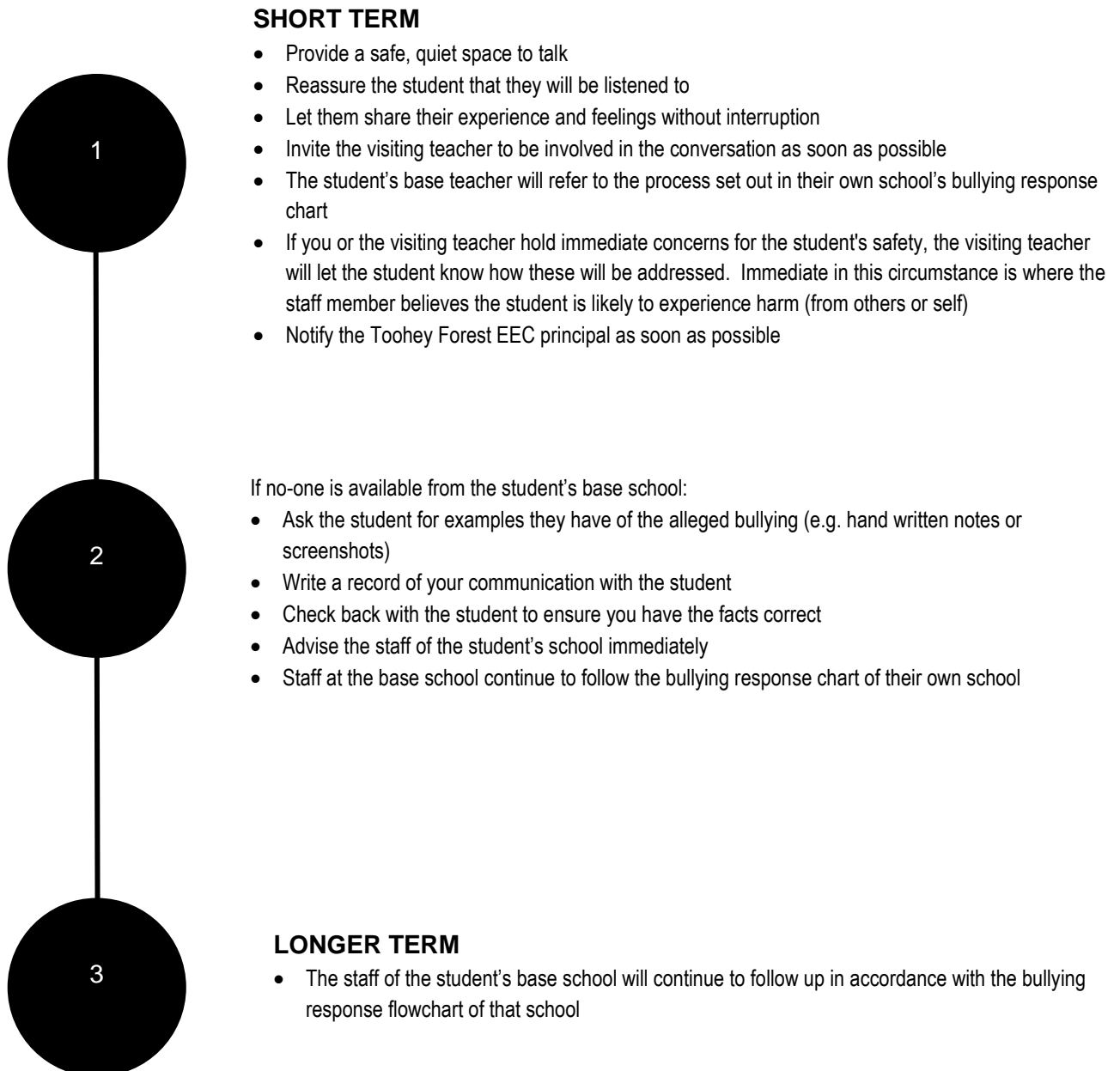
Toohy Forest Environmental Education Centre – Student bullying response flowchart

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 contact for students and parents to report bullying:

Principal – Darren Shepherd Ph. 37356557

Principal at student's base school



Cyberbullying

Cyberbullying is treated 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. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites. 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 Toohy Forest Environmental Education Centre may face disciplinary action for cyberbullying, such as removal from an activity, or more serious consequences such as 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.

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 Toohy Forest Environmental Education Centre process for managing or responding to cyberbullying should be directed to the centre Principal.

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, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Appropriate use of social media

Toohy Forest Environmental Education Centre does not operate any official social media sites (e.g. Facebook, Twitter etc.). However, the centre does maintain a website which is used as the primary digital source of information for the general public, including existing and potential client schools.

The internet, mobile phones and social media provide opportunities for students as a means of communication and an educational tool. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause damage (either indirectly or directly) 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, 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.
- Social media means 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.
- Parents have a role in supervising and regulating their child's online activities at home and being aware of the impact of online activities on the reputation and privacy of others.

Is it appropriate to comment or post about the centre, 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 Principal about the matter, rather than discussing it in a public forum. The department prefers that parents contact centres directly with a compliment, complaint or enquiry due to privacy considerations. Refrain from discussing 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 centre 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?

Any parents uploading photos of their own children must be mindful of who might be in the background. Other parents may not want photos of their children posted on social media. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online. Do not upload photos of other children or tag or name other children without parental permission.

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
- Notify the centre Principal

Restrictive Practices

Staff at Toohey Forest Environmental Education Centre need to respond to student behaviour that presents a risk of physical harm to the student 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 emotions 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. If possible the staff of the visiting school, given that they have greater knowledge of the student involved, will be the ones to employ restrictive practices. This approach acknowledges that the visiting teacher/s are aware of the potential need for restrictive practices for the very small number of their students who may require it in order to reduce risk in an unfamiliar environment.

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
6. Aims to reduce or eliminate the use of restrictive practices

In select, very rare instances, restrictive practices may need to be planned in advance. In these cases, staff from the school in which the student is enrolled will document pre-arranged strategies and methods of restrictive practice. These should be shared with the centre Principal in advance of the date of the student's program. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the [Restrictive practices](#) procedure.

Following the use of any restrictive practice, the staff involved will need to conduct a review to help them determine 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 by staff from the student's base school as required and reported in line with departmental procedures.

An example of when a visiting teacher may plan to use restrictive practice is when a student with a known tendency for running away may run towards an unsafe environment (e.g. road or creek) and all other methods for reducing risk have already been employed (e.g. verbal cues).

Critical Incidents

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 to punish or discipline the student; it is a crisis management period only.

Teachers from the student's base school should follow their documented plan for any student involved in regular critical incidents. In general, given their prior knowledge of their own students, visiting teachers are best placed to work with the student to defuse the situation.

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

1. Avoid escalating the problem behaviour: Avoid aggressive 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.