Paluma Environmental Education Centre Responsible Behaviour Plan for Students

1. Purpose

Paluma Environmental Education Centre (PEEC) is committed to providing a safe, Respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our centre can be effective and students can participate positively within our centre's community.

2. Consultation and data review

This plan was originally developed in consultation with our centre staff, visiting teachers and P&C members. The previous version of this plan was endorsed by the Principal, the President of the P&C Association and the Assistant Regional Director in November 2013. The plan has been reviewed a number of times, most recently in November 2017.

Feedback from visiting schools is gathered using an online survey. The feedback gathered has informed the review of this plan.

3. Learning and behaviour statement

Learning at Paluma EEC is about actively engaging with and exploring the natural environment. We believe that supporting positive behaviour provides opportunities for valuable social learning as well as providing a means of maximising the success of curriculum programs.

Our centre rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education and Training's Code of School Behaviour.

Our pedagogical framework is currently under review, however existing practices are based around experiential learning within the natural environment, allowing for 'Learning Beyond the Classroom'. We focus on the development of knowledge and skills in the domains of 'Self, Others and Place', encouraging students to gain curriculum based knowledge, advance their personal and social capabilities, and develop a sense of place and feeling of connectedness to the natural environment. As such, our centre rules are based around the concept of respect for self, others and place.

This Responsible Behaviour Plan for Students outlines our procedures for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our centre plan, shared expectations for student behaviour are made explicit, assisting us to create and maintain a positive and productive teaching and learning environment, where all members of the centre's community have clear and consistent expectations and understandings of their role in the education process.

Respect for Self	Individuals have a responsibility to behave in a safe and reasonable manner, ensuring their own wellbeing and effective learning.	In demonstrating this, students will: • Follow all reasonable and lawful directions given to them by staff members • Wear footwear and protective clothing (Paluma Uniform) at all times • Use equipment as directed • Be attentive and participate during lessons and activities • Accept responsibility under staff supervision for their own safety and the safety of others • Ensure that alcohol, tobacco, drugs (unless prescribed by a medical practitioner), and illicit substances/articles are not in their possession.
Respect for Others	Individuals have a responsibility to respect and cooperate with others to assist with the effective delivery of the program and the learning and enjoyment of all participants.	In demonstrating this, students will: • Develop positive relationships with others • Respect the physical and emotional wellbeing of others • Respect the privacy of other students, staff and visiting adults • Respect members of the Paluma community by behaving politely and with minimal noise and distraction when outside Centre grounds • Be willing to accept the right of others to hold different opinions, beliefs and values
Respect for Place	Individuals have a responsibility to respect and care for the natural and built environment around them.	In demonstrating this, students will: • Show care for Centre grounds, gardens, facilities and equipment • Protect and respect native flora and fauna on the grounds and in the surrounding area • Show respect for the property of private residents in the Paluma community • Attempt to have minimal impact on the local environment (ie; no littering, leaving natural items where they are found) • Acknowledge the history and significance of the Paluma area over time

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

• Universal behaviour support

Clear communication of behavioural expectations occurs at various stages of our contact with students.
• Students are introduced to a summary of our expected behaviours during pre-excursion school visits.

- Students are reminded of expected behaviours during an on-site induction upon arrival at our centre. Much of this information is focussed on health and safety practices and the considerations of living communally.
- A copy of this plan is made available on the centre's website.
- Summary documents are displayed on-site, and made available to visiting groups.

Specific policies have been developed to address:
- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

- **Targeted and/or intensive behaviour support**

We work with our visiting schools to design and deliver programs that take into account the particular needs of the visiting class group. Potential behavioural issues are discussed with the class teacher during the pre-excursion visit, along with any differentiation required to encourage positive engagement with the centre program.

Behaviour support is a collaborative effort between staff from our centre and the visiting class teacher.

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken 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
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 school behaviour and identify consequences of continued unacceptable behaviour).

5. **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. See Appendix 4 for an example of the debriefing process.

Paluma EEC is located in a semi-remote area. Access to emergency services and medical help is limited. Visiting students are made aware of this at both the pre-excursion visit, and during their on-site induction. The centre minimises risks by giving clear instructions when introducing learning experiences, by maintaining well stocked first aid kits, and by training all staff in First Aid and CPR.

In the instance that student behaviour presents a risk to other students or staff, centre staff will work with visiting teachers and adult supervisors to remove the group from harm and deescalate the situation.

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Paluma EEC's 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 and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- 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.

If physical restraint of a student is required in order to ensure their safety or the safety of others, Paluma EEC staff will work collaboratively with visiting staff to ensure that the response is in line with the visiting school's Responsible Behaviour Plan for Students and other policies.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The processes can be found online at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx.

6.   Consequences for unacceptable behaviour

On the rare occasions that unacceptable behaviour occurs, students face predictable consequences.   We ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour displayed.   When responding to problematic behaviours, the Paluma EEC teacher leading the excursion program may work collaboratively with the visiting classroom teacher to implement the required response.

Minor behaviours are those that:
- are minor breeches of the centre's rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor behavioural problems are handled by Paluma EEC teachers or staff members at the time they occur.   Students are informed that continued unacceptable behaviour will be met with a more appropriate response.
- Students may be withdrawn from an activity or learning experience. When the student is to be left behind whilst the group leaves the centre, the student will be supervised by a visiting teacher or adult supervisor.
- The proposed response is discussed with the class teacher, and an action agreed upon. The principal of Paluma EEC may be notified.
- If agreement cannot be reached regarding the appropriate response, the Principal of Paluma EEC will be consulted.

Major behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major problematic behaviour will require a collaborative response by the Paluma EEC teacher, the visiting class teacher and the Principal of Paluma EEC.

- The Principal or administration team of the visiting school will be made aware of unacceptable behaviour.
- Students may be excluded from the remaining excursion program by the Paluma EEC Principal or by the Principal of the visiting school, requiring the student to return to their home.

We reserve the right to send home any student whose behaviour threatens the safety of others, or the achievement of learning outcomes during an excursion. Transport of the student to their home will be arranged in consultation with the visiting school, however it is generally expected that the responsibility for transport will sit with the student's parent or caregiver. Paluma EEC is mindful of the centre's duty of care and takes reasonable steps to ensure that parents and the visiting school's Principal have made appropriate arrangements prior to the student leaving the centre grounds. The visiting school will be responsible for any ongoing behaviour management or consequences as a result of student behaviour.

The following behaviours may be cause for removal from the centre:

- A serious breach of the centre's (or the visiting school's) Responsible Behaviour Plan for Students.
- Anti-social or illegal behaviour, including vandalism, possession of alcohol or illegal drugs, possession of a weapon, etc. The Queensland Police Service (Rollingstone Station (07) 4770 7144) will be notified as required.
- Persistent and significant interference with the educational program or the learning or enjoyment of other students.
- The student's continued presence is a serious threat to their own safety or the safety or wellbeing of others.

The following table outlines examples of minor or major problem behaviours:

	Minor	Major
Respect for Self	• Running on concrete or around buildings • Entering out of bounds areas • Incorrect use of equipment • Playing in toilets • Not wearing a hat/Paluma uniform • Not completing set tasks that are at an appropriate level • Refusing to work • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time • Minor dishonesty (lying about involvement in a low-level incident)	• Possession or selling of drugs • Possession of weapons including knives and any other items which could be considered a weapon • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the centre • Leaving the group without permission • Leaving the centre without permission
Respect for Others	• Minor physical contact (for example, pushing and shoving) • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour • Inappropriate language (written/verbal) • Calling out • Minor disruption to class • Not playing fairly • Minor bullying / victimisation/ harassment	• Fighting • Serious physical aggression • Major dishonesty that has a negative impact on others • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school • Offensive/aggressive language • Major defiance • Major bullying / victimisation /harassment • Major disruption to class

Respect for Place	• Littering • Lack of care for the environment • Minor damage to equipment / facilities	• Wilful property damage • Vandalism • Harm to local flora or fauna

7. Network of student support

There is no formal behaviour support team at Paluma EEC, hence we rely on a combination of Paluma EEC staff and the visiting school's support structure. The Principal of the visiting school will be contacted and involved if students engage in serious misconduct.

8. Consideration of individual circumstances

Paluma EEC works with the visiting school to devise programs that cater to the diverse needs of the visiting student group. Responses to inappropriate behaviour consider the particular situation, context, circumstances and actions of the student/s involved, and the needs and rights of other students or individuals.

Paluma EEC considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs.

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 policies and procedures

- Statement of expectations for a disciplined school environment policy
- 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
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

_____
Principal

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P&C President

Date effective: from January 2018 to December 2019

The use of personal technology devices at the centre

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are 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® and devices of a similar nature.

Certain personal technology devices banned from school
Students must not bring valuable personal technology devices to the centre as there is a risk of damage or theft. Such devices will be confiscated by centre staff and may be collected at the end of the excursion from centre staff or the visiting teacher. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices (ie; digital cameras) used contrary to this policy on centre premises will be confiscated by centre staff or visiting school staff. They will be made available for at the end of the excursion unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may 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 them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Paluma 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.

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.

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 bullying or 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

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.

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School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Paluma Environmental Education Centre strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Paluma Environmental Education Centre. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Paluma Environmental Education Centre include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Paluma Environmental Education Centre there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Paluma Environmental Education Centre are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention
Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.
This will ensure that:
- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Paluma Environmental Education Centre takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Appropriate use of social media

Paluma Environmental Education Centre embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Paluma Environmental Education Centre is committed to promoting the responsible and positive use of social media sites and apps.

No student attending Paluma Environmental Education Centre will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2,** it is unacceptable for students to bully, harass or victimise another person whether within Paluma Environmental Education Centre grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Paluma Environmental Education Centre, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Paluma Environmental Education Centre engaging in appropriate online behaviour.

Role of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students attending Paluma Environmental Education Centre are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Paluma Environmental Education Centre, the centre may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the centre may also make a report to the police for further investigation.

Paluma Environmental Education Centre will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the centre. For example, where cyberbullying occurs between a student of a visiting school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Paluma Environmental Education Centre strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Paluma Environmental Education Centre expects its students to engage in positive online behaviours.

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Debriefing Report

Formal debriefing
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).