



# BRISBANE URBAN

Environmental  
Education Centre

# Student Code of Conduct 2020-2022

## ***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

Brisbane Urban Environmental Education Centre is committed to providing a respectful, safe, tolerant and inclusive learning environment for all students, staff, parents and visitors.

The Brisbane Urban Environmental Education Centre *Student Code of Conduct* sets out the responsibilities and processes we use in our setting to promote a productive and effective approach to discipline.


The purpose of this document is to facilitate high standards of behaviour from all in the centre community, thereby ensuring learning and teaching is prioritised. In this learning environment, all students are able to experience the best chance of success and staff enjoy a safe and tolerant workplace.

The staff at Brisbane Urban Environmental Education Centre work closely with the classroom teachers and leadership teams from other schools to ensure visiting students are held to a consistently high standard of behaviour at all times. Decisions about student discipline will be made in consultation with the visiting teacher or the student's school principal, where necessary.

## Contact Information

Postal address:	PO Box 3504, Newmarket QLD 4051
Phone:	07 3552 7111
Email:	admin@brisbaneurbaneec.eq.edu.au
Website address:	<a href="https://brisbaneurbaneec.eq.edu.au">https://brisbaneurbaneec.eq.edu.au</a>
Contact Person:	Mrs Melanie Davis

## Endorsement

Principal Name:	Melanie Davis
Principal Signature:	
Date:	25/11/2020

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## Whole School Approach to Discipline

Brisbane Urban Environmental Education Centre operates under the belief that for effective teaching and learning to occur, respectful relationships must be developed between staff, students and place. Students are encouraged to recognise the importance of demonstrating respect for “*self, others and place*” in maintaining positive and effective relationships with themselves, their peers, the wider community and environment.

A “prevention is better than cure” approach is taken by centre staff and antecedent strategies are pre planned to reduce the likelihood of problematic behaviours occurring. According to the 1989 Elton report, 80% of disruptive classroom behaviour was attributable to “poor classroom organisation, planning and teaching.” *Connected Teachers* at Brisbane Urban Environmental Education Centre plan authentic learning experiences and constantly review and reflect upon the effectiveness of these to ensure that programs have a clear purpose and are accessible to all students. In addition to this, staff use a wide variety of evidence-based engagement strategies including, but not limited to:

- Use of clear and simple rules and expectations.
- Use of the ‘Learning Journey’ to provide predictability of events and activities through supplying information about upcoming transitions and changes.
- Frequent use of specific and descriptive verbal, and non-verbal praise.
- Frequent monitoring of task difficulty to ensure students have the entry skills required to successfully engage in assigned activities.
- Sequencing activities so that quicker and less challenging tasks intersperse more demanding ones.
- Use of a brisk pace of instruction, while ensuring that students do not lose the opportunity to respond.

Our strength lies in understanding and appreciating the differences in each of us and in providing appropriate levels of support to ensure the best chance of success. As a centre, we value and recognise the joint responsibility of our staff and the school in the intellectual, social and emotional wellbeing of our visiting students, but also the role of the individual in taking responsibility for the achievement of these aims. We recognise the role of the education system in providing quality education that promotes good health and well-being and works towards the United Nations’ Sustainable Development Goals for 2030.

Brisbane Urban Environmental Education Centre focuses teaching and learning experiences on the development of *Connected Students*, who strive to be;

- Curious
- Knowledgeable
- Risk-takers
- Autonomous
- Critical and creative thinkers
- Communicators
- Active citizens
- Open minded
- Reflective and
- Lifelong learners

Queensland state school students who visit Brisbane Urban Environmental Education Centre, or who are taught by our staff in their school or at an external location, are not enrolled at our centre, and therefore remain subject to the *Student Code of Conduct* from their base school. This includes possible disciplinary consequences for inappropriate behaviour, such as suspension. Decisions regarding suspension remain the responsibility of the principal of the school at which the student is enrolled.

### **Consideration of Individual Circumstances**

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the necessary support that they need to be successful. This also means that not everyone will be treated the same, because while equality is achieved through treating everyone the same regardless of need, equity is achieved through treating students differently, dependent on need. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or

ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to it.

Our teachers are obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. We expect that parents and students will respect the privacy of other students and families.

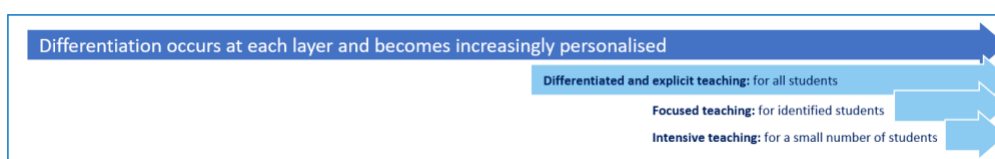
If there are concerns about the behaviour of any student at Brisbane Urban Environmental Education Centre, or the way centre staff have responded to their behaviour, an appointment must be made with the principal to discuss the matter. Alternatively, concerns can be raised with the principal of the school at which the visiting student is enrolled.

## Differentiated and Explicit Teaching

Brisbane Urban Environmental Education Centre is a Queensland state school, and as such provides a safe and inclusive educational environment that uses differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours, values and attitudes and providing opportunities for students to practise these. Expected behaviours are explicitly taught and reinforced, and staff provide timely feedback and correction, and opportunities for practise.

In collaboration with staff from client schools, *Connected Teachers* at Brisbane Urban Environmental Education Centre are committed to creating a respectful, safe, tolerant and inclusive learning environment. This is achieved through the delivery of a *Connected Curriculum*, designed to engage and motivate students to connect knowledge and skills with the world around them. Student centred programs are well-scaffolded and responsive to the needs of the learner to ensure that knowledge and skills are accessible, and students are engaged. These decisions about differentiation are made in response to research and close monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan programs that engage all students in a variety of proven ways; assist them to achieve the expected learning; and to demonstrate their learning in ways appropriate to them.

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



## Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject and focused teaching is provided to help them achieve success.

High quality, evidence-based teaching strategies are employed which focus on engaging, challenging and enabling each student to experience success. Behavioural expectations, learning goals and success criteria are clearly visible to allow students to independently assess how well they are going and where they need to improve at each stage of the learning journey. To assist with keeping students on track, staff provide immediate and targeted feedback linked specifically to the learning goal and success criteria to enable students to see where they need to improve.

Tasks at each stage of the learning journey are scaffolded to ensure that all students are supported as they work towards success. The centre focus on experiential learning links theory to practice and thereby increases student engagement. In addition to this, centre staff explicitly teach effective learning strategies that have a clear purpose and are accessible to all students, positioning them to become successful learners. Opportunities for peer collaboration are maximised to allow students to share strengths and develop weaker skills.

Furthermore, an atmosphere of collaborative learning is created where centre staff, visiting teachers and students are encouraged to become curious, creative and critical thinkers. In this way, students of all ability are encouraged to see our learning journey as one which is taken together.

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from the class teacher or teachers.



Students who require intensive teaching and support will have this support organised by the school at which they are enrolled to ensure that their participation and engagement is maximised. Team teaching by centre staff allows for multiple points of access for all students as they progress towards success.

Where indicated in pre-excursion documents, planned collaboration with the class teacher will provide specific support where it is expected to be required at critical stages of the learning journey.

## Disciplinary Consequences

The disciplinary consequences model used at Brisbane Urban Environmental Education Centre follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Corrective feedback, rule reminders and sanctions may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for other students, and a decision may be needed by the centre teacher to refer the student to the class teacher for determination of a disciplinary consequence.

On occasion, the behaviour of a student may be so serious, such as causing harm to other students, staff or property, that the principal of Brisbane Urban Environmental Education Centre will contact the principal of the school at which the student is enrolled to convey the concerns. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative disciplinary strategy is considered sufficient to deal with the problem behaviour.

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

### Differentiated

Teacher provides disciplinary responses to low-level or minor problem behaviour. This may include:

- Individual positive reinforcement for appropriate behaviour
- Explicit sharing of behavioural expectations
- Set expectations using positive language (e.g. we use kind language with one another because this is reflected back at us.)
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Corrective feedback (e.g. "Hand up when you want to ask a question")

- Rule reminders (e.g. “When you hear the bell, focus your attention on the teacher)
- Explicit behavioural instructions (e.g. “When you hear the teacher’s voice, your voice is immediately off”)
- Proximity control – non-verbally reminds potentially disruptive students of teacher observation and behavioural expectation.
- Tactical ignoring of inappropriate behaviour while acknowledging something positive about another student’s behaviour
- Revised seating and relocation of student/s
- Reminders of class goals and expectations for learning.
- Redirection
- Low voice and tone for individual or whole group instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks and ensure all students are provided with time or support to conclude before moving on
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, collegial problem solving and verbalise thinking processes (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from activity, referral to class teacher)

## **Focussed**

Teacher is supported by visiting class teacher to address problem behaviour. This may include:

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Behavioural contract
- Visiting teacher coaching and debriefing

## **Intensive**

Centre staff work in collaboration with teachers from the student’s school to satisfy the specific needs of individual students as indicated in pre-visit material. Guidance is sought to assist with identifying low level signs of agitation, sensory processing triggers and specific challenges for students who require additional support and plans are developed to deal with potentially problematic behavioural responses. Given the unique setting of Brisbane Urban Environmental Education Centre, and the need to prioritise safety and wellbeing of all students and staff, students who require ongoing intensive support will be largely supported by staff from the school at which they are enrolled.

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

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

## Centre Policies

Brisbane Urban 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. These policies are outlined below:

- 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, and 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.

Items that are not permitted at Brisbane Urban Environmental Education Centre may differ from those at the school at which visiting students are enrolled.

The temporary removal of student property would be managed in consultation with the visiting classroom teacher, unless the property has been handed to the Queensland Police Service.

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

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including 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).

\* The following items are not permitted at Brisbane Urban Environmental Education Centre, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.

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

## Responsibilities

### Staff at Brisbane Urban Environmental Education Centre:

- do not require the student's consent to search centre property such as iPads or laptops that are supplied to the student through Brisbane Urban Environmental Education Centre;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their bag, prior to seeking consent to search from a parent or calling the police;
- recognise 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 that emergency circumstances may mean 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);
- acknowledge that consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

### Parents of students attending Brisbane Urban Environmental Education Centre

- must ensure that children do not bring property onto centre grounds or other settings used by the centre (e.g. public spaces, public transport) that:
  - is prohibited according to the Brisbane Urban Environmental Education Centre *Student Code of Conduct*
  - is illegal
  - puts the safety or wellbeing of others or self 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 by arrangement with the principal of the client school.

### Students attending Brisbane Urban Environmental Education Centre

- do not bring property onto the grounds or other settings used by the centre (e.g. public spaces, public transport) that:
  - is prohibited according to the Brisbane Urban Environmental Education Centre *Student Code of Conduct*
  - is illegal
  - puts the safety or wellbeing of others and self 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 by arrangement with the principal of the client school.

## Use of mobile phones and other devices by students

Brisbane Urban Environmental Education Centre recognises that technology is an essential part of the development of 21<sup>st</sup> Century skills, however, standard school rules apply to the use of mobile phones, tablets, smart watches and laptops. Exceptions are made where students use assistive technology to access learning or where medical circumstances necessitate the use of one or more of these devices, and these should be discussed with centre staff prior to the excursion or incursion. In certain circumstances, e.g. senior Geography excursions, the use of personal devices may be permitted for the purpose of collecting photographic evidence of features of the environment. In this instance, centre staff will ensure that visiting students and teachers adhere to photographic protocols. These are:

- no photographs of other students
- no student photographs to be uploaded to social media
- no photographs of members of the public

The *Temporary removal of student property* policy will apply to senior students who do not adhere to the above protocols and for all other students who bring mobile phones, laptops, tablets or smart watches to Brisbane Urban Environmental Education Centre.



## Preventing and responding to bullying

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

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

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Brisbane Urban 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.

## Brisbane Urban Environmental Education Centre - Bullying response flowchart for teachers

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

### Key contacts for students and parents to report bullying:

Acting Principal – Melanie Davis – 0472 870 897

Teacher – Mark Devaney – 0472 870 898

Teacher – Jennifer Jensen – 3552 7111

### SHORT TERM

1

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

2

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

### LONGER TERM

3

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

4

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

5

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

## **Cyberbullying**

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

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

Students attending Brisbane Urban Environmental Education Centre may face disciplinary action, such as removal from activity or removing of privileges, 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. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. Centre staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the Brisbane Urban Environmental Education Centre process for managing or responding to cyberbullying should be directed to the Acting Principal, Melanie Davis, at 3552 7111.

# Brisbane Urban Environmental Education Centre - Cyberbullying response flowchart for staff

## How to manage online incidents that impact your school

### Student protection

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

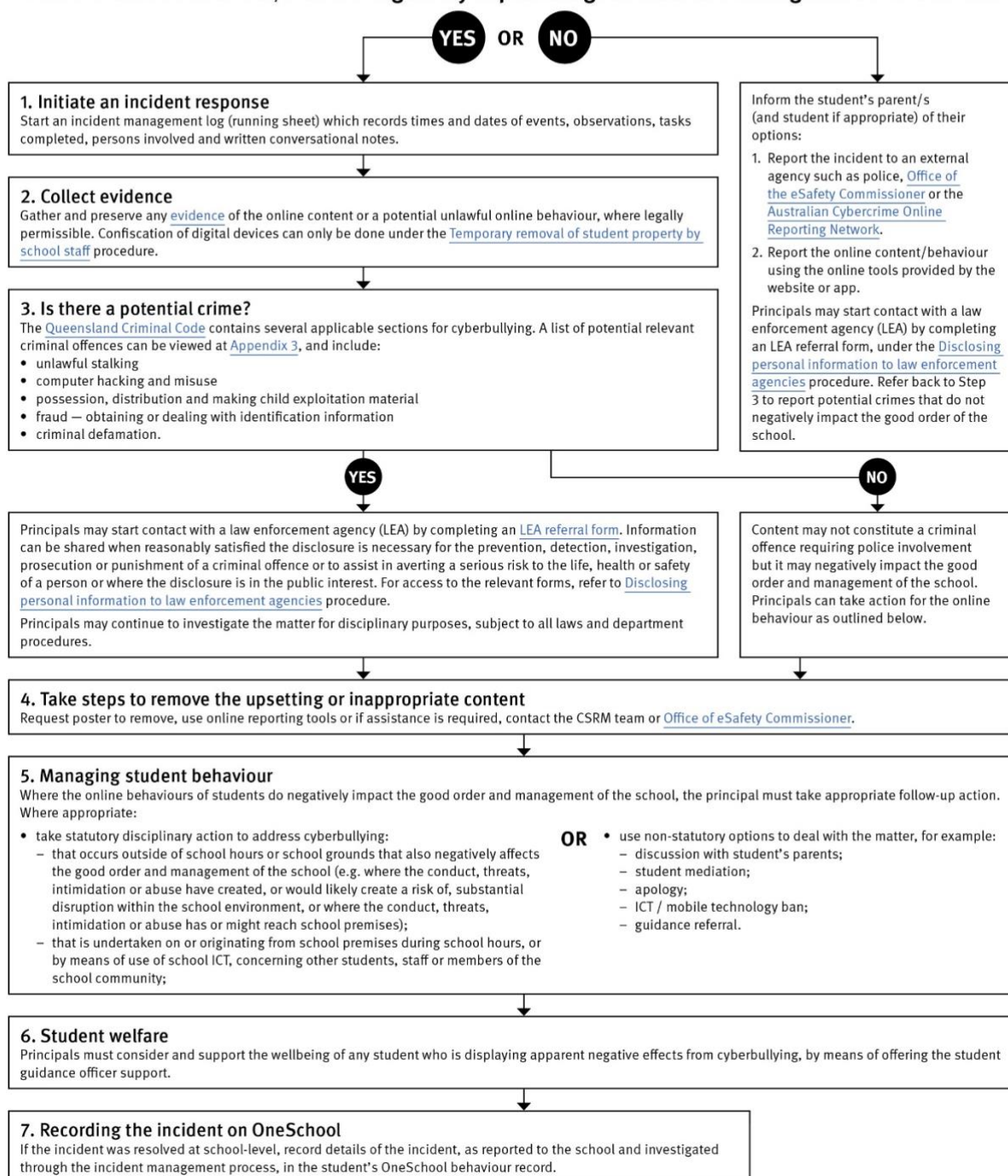
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Appropriate use of social media

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

It is 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.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

While many centres use social media to update client schools and parents of notices, the department prefers that parents contact centres directly with a compliment, complaint or enquiry due to privacy

considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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



**Cyberbullying response flowchart for Brisbane Urban Environmental Education Centre**  
**Liaise with base school principals where there is a student protection concern or where there is any other significant concern.**

**How to manage online incidents**

**Student protection**

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

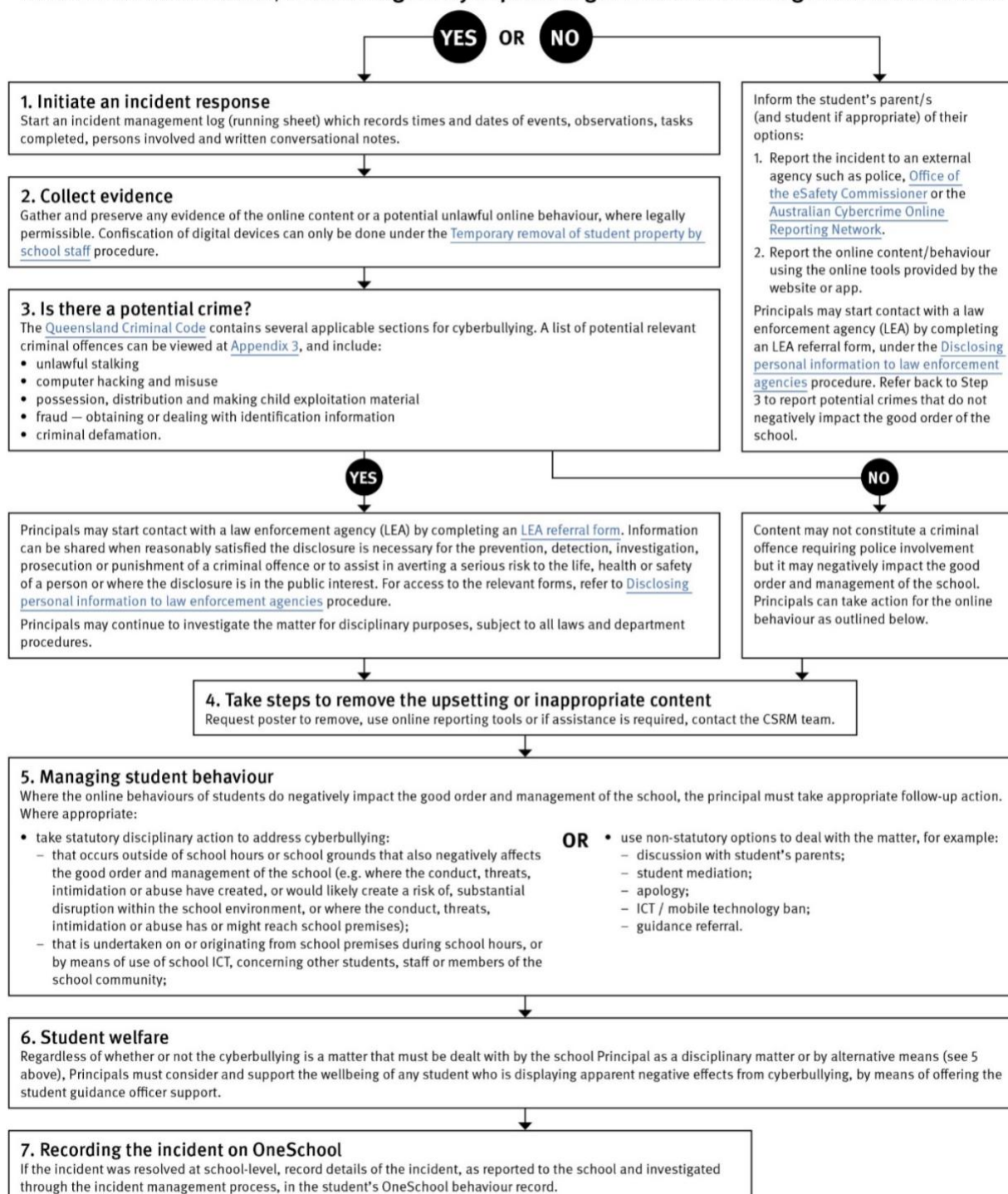
**Explicit images**

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

**Help**

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

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



## Restrictive Practices

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

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

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

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

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the [Restrictive practices](#) procedure.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that

involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

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

## Critical Incidents

The urban setting of many centre programs is a unique factor that must be considered in an appropriate response to an emergency, critical incident or severe problem behaviour.

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the

student continues with the problem behaviour, then remind them of the expected behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Reference List

- Department of Education and Science and the Welsh Office, The Elton Report 1989 - Discipline in Schools Report of the Committee of Enquiry chaired by Lord Elton. 1989. Crown Copyright.