Tinaroo Environmental Education Centre

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

Education Queensland’s Outdoor and Environmental Education Centres are committed to provisions that ensure all young Queenslanders have a right to a quality education. The 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 achieved at the highest level of safety.

Our Place, Our Purpose, Our Vision, Our Values

Our Place: Tinaroo Environmental Education Centre is an Education Queensland Institution that specializes in Outdoor and Environmental Education. We offer “Learning beyond the Classroom” and provide very real opportunities to enhance a student’s education in NQ.

Our Purpose: Through building relationships: amongst our staff, between our staff and our visitors, between a visiting teacher and his/her class we aim to:

• Help every student to develop his or her individual potential.
• Develop environmental and personal sustainable practices in each and every individual.
• Provide students and schools with an Environmental Sustainability model of best practice.

Our Vision: “Learning to Enjoy and Care of our Beautiful Environment” - To move forward delivering the highest quality service and facilities that we are able to provide to enhance the learning opportunities for our students.

Our Values:

1. Respect for self, others and place
2. Appreciation of the environment
3. Personal achievement through challenge
4. Individual Effort and Responsibility

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

• Building students respect for “self, others and place”;
• Developing a desire for deep understanding and lifelong learning;
• Preparing young people to become caring and reflective citizens;
• Supporting students to become actively involved in their community;
• Building students’ confidence in their relationships with others;
• Developing respect and empathy toward sustainable values and practices; and
• Authentic learning experiences that link with key priorities and policies.

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

2. Consultation and data review

This plan has been developed through consultation with centre staff and in consideration of the behaviour policies of visiting schools and is built upon proven and successful site operations and practices which best support safety, welfare and learning for all students and staff.
3. Learning and behaviour statement

Tinaroo Environmental Education Centre operates under the belief that for effective teaching and learning to occur appropriate relationships must be developed and maintained within the learning and natural environment. Each individual (teacher and learner) has personal rights and responsibilities, which affect their relationships with others within their surrounding environment. The common goal is to support a learning environment which provides: optimal learning and development for all; facilitates positive behaviour; and responds to unacceptable behaviour.

Learning at our Centre engages students in hands on learning experiences that take place primarily in outdoor settings. The philosophy of this Centre is summarised in our motto that states: ‘Learning to enjoy and care for our beautiful environment.’

We believe that if we can get students to enjoy and appreciate the natural environment through a variety of hands-on activities such as camping, canoeing, bushwalking and abseiling, then over time they will think strongly enough about the environment (hopefully through strong environmental messages throughout their school lives) to really care for that precious environment as they grow and become active members of society.

At Tinaroo Environmental Education Centre we believe that developing environmentally sustainable practices will give students the tools to live sustainably with an environmental ethic, and therefore have minimal impact on the earth.

We operate under the belief that for effective teaching and learning to occur, appropriate relationships must be developed between all personnel involved during the experience.

The Tinaroo Environmental Education Centre “Students Code of Conduct” and “Rules” have been agreed upon and endorsed by all site staff and requires the support of visiting schools. They clearly state the expected behaviours for all visiting students. Students have the responsibility to respect, cooperate, and participate with others to ensure that all programs are run safely and efficiently to ensure maximum learning outcomes.

Our Centre embraces and incorporates the “You can do it” program. We use the five keys to success of Persistence, Organisation, Getting Along, Confidence and Resilience.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

• Universal behaviour support

Visiting School Responsible Behaviour Plans will be recognised and supported by the Centre except where they conflict with site policies regarding responses to specific incidents.

There is an expectation that the visiting teacher will have reinforced the rules and expectations of the Centre with their class prior to their visit. Centre staff provide online and pre-visit support. On arrival, as part of the visitor induction, these expectations of behaviour are once again explicitly taught to students and reinforced to visiting adults.

The table below illustrates what TEEC’s values in regards to behaviour. It contains clarifying statements and expected behaviours.

| Safety | Individuals have the responsibility to act safely and reasonably according to Government laws, Education Queensland guidelines, and Tinaroo Environmental Education Centre standard operating procedures. By the nature of this Centre’s environment and its programs, safety is of particular importance and expectations are explicitly taught and modelled. |
| Responsibility | We believe that one of the real benefits of an experience at TEEC is the opportunity for students to take on responsibilities that they may not usually be allowed to take on. Under close supervision we encourage students to feel “grown up” and in control. |
| Self – | Individuals have the responsibility to participate in the programme to the best of their ability to ensure that maximum benefit is gained by them as individuals and for the group as a whole |
| Respect | In demonstrating this students will: • Ensure they look after and are responsible for their personal gear. • Take responsibility for own actions. • Consider the safety of themselves and others. • Take care of equipment they have been given. • Take on responsibilities on behalf of the group – tent erection, food preparation and cleaning up. • Personal care – sun protection, cleanliness, appropriate clothing, hydration. |

In demonstrating this students will: • Follow all safety directions given by staff members. • Wear footwear at all times as defined in our school rules. • Be supervised at all times when swimming. • Protect themselves from exposure to the sun and from dehydration. • Stay off equipment and activity sites unless supervised by the appropriate adult. • Be attentive in briefing sessions and during activities. • Accept responsibility under staff supervision for their own and others’ safety. • Ensure alcohol, tobacco, drugs (unless prescribed by a medical practitioner and with full knowledge of program coordinator) and illicit substances/articles are not in their possession. • Be prepared to remove all jewellery, if requested, prior to adventure activities. In the event that jewellery is unable to be removed, or suitably taped, the student will not participate as a safety precaution. • Ensure alertness, attentiveness, and punctuality. • Give their best effort to all the activities planned for them. • Demonstrate: Confidence, Organisation, Persistence and Resilience. • Abide by school and TEEC policies regarding electronic equipment including mobile telephones, games, cameras and video recorders, and sound equipment including iPods and MP3 players. • Endeavour to foster positive relationships with others.
### Others –
*Individuals have the responsibility to cooperate with others to assist in the efficient functioning of the program and enjoyment of all participants.*

<table>
<thead>
<tr>
<th>In demonstrating this, students will:</th>
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</thead>
<tbody>
<tr>
<td>• Listen and follow instructions.</td>
</tr>
<tr>
<td>• Follow TEEC's rules.</td>
</tr>
<tr>
<td>• Be prepared to participate in all activities programmed for them.</td>
</tr>
<tr>
<td>• Strive to be part of the group and achieve the group’s goals.</td>
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<tr>
<td>• Respect other’s privacy by staying away from their tents and by not interfering with their belongings.</td>
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<tr>
<td>• Be willing to accept the rights of others to their privacy, their beliefs, and values.</td>
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### Place –
*Individuals have the responsibility to respect TEEC, its grounds, buildings and equipment and any of the surrounding activity areas that students are working in whilst on camp.*

<table>
<thead>
<tr>
<th>In demonstrating this students will:</th>
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<tbody>
<tr>
<td>• Care for Centre property and leased land, adjacent flora and fauna, adjacent Sailing Club property.</td>
</tr>
<tr>
<td>• Refrain from littering or damaging property.</td>
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<tr>
<td>• Live sustainably while at TEEC – use energy efficiently, use water sparingly and manage waste effectively.</td>
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<tr>
<td>• Practice minimum impact strategies when accessing natural areas.</td>
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</table>

Incentives and rewards in the form of extra activities or time on activities are on offer to students who demonstrate appropriate behaviours.

Students who successfully complete a camp at TEEC are rewarded with a certificate that highlights their individual successes, for them and their parents.

Incidents of bullying and cyber bullying will be addressed collaboratively between the visiting teachers, their administration and the Tinaroo Environmental Education Centre staff to ensure that the school’s policies and procedures are implemented.

#### Targeted and/or intensive behaviour support

Tinaroo EEC works with the visiting school to facilitate targeted programs for individuals or groups of students, or programs that include specific behavioural learning objectives. In supporting students, collaboration is vital, and visiting schools will be contacted and involved if their students engage in serious misconduct.

Each year some of our clients are identified as needing targeted behavioural support.

Classroom teachers are asked to give information on individuals requiring targeted support on our initial booking forms and planning camp forms. TEEC works closely with visiting teachers to ensure measures are put in place to meet the support that these students require. It is the visiting school’s responsibility to ensure that student and visiting adults’ support structures (medical, learning and behaviour support) available at the school site are also provided during Centre programs.

Some whole groups require targeted support and specialised programs are planned to meet the needs of these groups. For example Special Education Units: Extra TEEC staff work with the students within this group to ensure student/adult ratios are at optimum level to achieve maximum outcomes for all students.

Behaviour Intervention Wilderness Support Camps: Occasionally teachers request a wilderness program specially designed to challenge and support students with behavioural issues to provide opportunities for personal growth and reflection.

Contact will be made with the visiting school’s administration in the case of serious breaches of conduct.
Behaviour support strategies will reflect collaboration between Centre staff, visiting school staff, school administration and parents as required.

In cases of misconduct, students will be encouraged to:

- Identify their inappropriate behaviour;
- Reflect on the implications of their behaviour;
- Accept responsibility and appropriate consequences for their actions; and,
- Strive to rebuild trust and select more appropriate behaviours.

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.

Residential attendance and the remote or offsite location of activities are two unique factors that must be considered in an appropriate response to emergency, critical incident or severe problem behaviour. Students are in residential attendance at 24 hours a day, for the duration of their program, some of which may be conducted in remote, isolated or offsite locations.

As such, these factors will be considered in the determination of the severity of the problem behaviour and the immediacy and permanence of the response. Contact will be made with the visiting school's administration in such cases to determine an appropriate strategy to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if reasonable non-physical interventions have been exhausted and a student is:

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

Appropriate physical intervention may be used to ensure that the duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not intended to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. Records will be completed as required by the visiting school.

The following records must be maintained:

- TEEC Incident report (Appendix 1)
- When Workplace Health and Safety needs to be informed ph. 1300 369915
- TEEC Debriefing report (for student and staff) (Appendix 2)
- One School report completed by student's base school

6. Consequences for unacceptable behaviour

Behaviour management strategies will reflect collaboration between Centre staff and visiting school staff. Students will be encouraged to identify their inappropriate behaviour, reflect on the implications of this behaviour, and accept responsibility for the selection of more appropriate behaviour.
• Students may be withdrawn from activities for persistent or serious misconduct. In all cases a staff member will supervise them.

• Persistent unacceptable behaviour reported to Centre Administration will be reported to the visiting school’s administration and/or parents.

• Students may be removed from activities (indefinitely) or excluded from the remaining program (requiring dismissal to home) by Centre administration for the following reasons:
  - Breach of the visiting school’s Behaviour Plan;
  - Criminal behaviour;
  - The student’s continued presence is a serious threat to their own safety or the safety of others; and,
  - Premeditated vandalism including environmental vandalism.

In alignment with The Code of School Behaviour, when applying consequences the individual circumstances and actions of the student and the needs and rights of school community will be considered.

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
</table>
| Level 1 | At this level, all students are on task and no disciplinary action is required. | Positive reinforcement of appropriate behaviours and positive achievements could include:  
  - Verbal reinforcement  
  - Record of achievements for formal acknowledgement  
  - Phone calls/letters/e-mails to parents/teacher/principal for good behaviours/achievements.  
  - Positive student comments based on 5 keys to success written on individual certificates. |
| Level 2 | Inappropriate student behaviours to be dealt with at this level include:  
  - Minor disruption to class  
  - Running on concrete or through gardens  
  - Ignoring instruction  
  - Lateness to class  
  - Littering  
  - Verbal abuse  
  - Inappropriate use of electronic devices  
  - Minor physical contact  
  - Not wearing a hat  
  - Incorrect use of equipment | Teacher initiated actions could include:  
  - Verbal negotiation  
  - Reminder of classroom expectations  
  - Give verbal time-out warning  
  - Activity separation or isolation  
  - Removal from activity for one-on-one resolution  
  If repeated applications of the above actions produce no improvement in the student’s behaviour, then the student should be referred to the Tinaroo EEC teacher for action at Level 3. |
| Level 3 | Inappropriate student behaviours to be dealt with at this level include:  
  - Continued Level 2 behaviours  
  - Referrals from class teachers  
  - Repeated defiance  
  - All forms of bullying. | Tinaroo EEC principal, in consultation with the class teacher, the school’s principal, and Tinaroo EEC teacher will initiate actions which could include:  
  - Reference to School’s Individual Behaviour Support Plan for student  
  - Termination of camping experience at parent’s expense.  
  - Parent contact.  
  - Complete Behaviour Register Form  
  N.B. Case manager (usually class teacher) to record all incidents and actions into OneSchool. |
Level 4  | Inappropriate student behaviours to be dealt with at this level include:
§ Continued Level 3 behaviours
§ Stealing
§ Truancy
§ Offensive Language
§ Unexplained absence
§ Physical aggression
§ Blatant disrespect
§ Possession and/or use of prohibited substances
§ Pornography
§ Intimidation of staff
§ Vandalism
§ Sexual harassment/misconduct.
§ Weapons including knives and any other item that could be considered a weapon
§ Distribution of inappropriate messages or images, particularly where centre or school staff or students are identified, or the school or centre is in some way implicated
§ All forms of bullying behaviour (including cyberbullying)
§ Inappropriate use of personal technology devices such as mobile phones

Possible actions in response to inappropriate student behaviour:
§ Referral to/consultation with the visiting school’s Principal concerning suspension or referral to outside agency.
§ Health status of student will be determined and medical support sought if necessary.
§ If applicable, substance/item will be identified (where possible), confiscated and secured.
§ Any other people involved will be identified and managed accordingly.
§ Strategy for informing parent / caregiver will be negotiated along with procedures for transporting student from the Centre.
§ Regional Executive Director Far North Qld Region will be notified and a report will be prepared.
§ Police Service will be notified if the act is in breach of law.

See Appendix 6 for a student friendly version of the above table that appears on our website.

7. Network of student support

The resources of Tinaroo EEC will be used to complement the network of support provided to students by their base school.

8. Consideration of individual circumstances

Tinaroo EEC will work with the visiting school to devise programs that cater for the diverse needs of all students.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
10. Related departmental procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

Endorsement

Principal

Date effective:

from 20 August 2013 to 31 December 2016

Appendix 1:
TEEC Incident report
Appendix 2:
TEEC Debriefing report
Appendix 3:
Mobile phones and other electronic devices
Appendix 4:
Procedures for preventing and responding to incidents of bullying
Appendix 5:
Procedures for students who bring a weapon to TEEC
Appendix 6:
Student friendly version of consequences table
# TEEC Incident Report

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
<td>Time incident started</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
<td></td>
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<tr>
<td>Who was working with the student when the incident occurred?</td>
<td></td>
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<tr>
<td>Where were staff when the incident occurred?</td>
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<tr>
<td>Who was next to the student when the incident occurred?</td>
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<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
<td></td>
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<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What occurred immediately before the incident? Describe the activity, task, event.</td>
<td></td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
<td></td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
<td></td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
<td></td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
<td></td>
</tr>
<tr>
<td>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2

TEEC Debriefing Report

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
- Address organisational problems and make appropriate changes

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).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- 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?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
Mobile phones and other electronic devices

Tinaroo Environmental Education Centre policy regarding these devices is that they are not to bring along their own private devices. If students do bring these devices they are collected and kept in a safe location and given back to students as they leave the centre. Students are made aware that in an emergency they can use a centre phone to contact parents or guardians.

Statement of intent:

In making reasonable rules about what students can and cannot bring to school, schools can ban anything, which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students. The use of mobile phones and other electronic equipment (including those with Bluetooth/Wifi/3G functionality) by students at school, if unmonitored, can become disruptive.

Mobile phones and electronic devices, particularly those with the capacity to record images/footage can be appropriately incorporated into the learning program. However, except in times of genuine emergency or if the use is a sanctioned part of the educational program, mobile phone and other personal electronic devices (including those with Bluetooth/Wifi/3G functionality) should be restricted. This includes but is not limited to, games devices (e.g. PSPs, Gameboys) laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile phones, iPods and devices of a similar nature.

When the TEEC Principal becomes aware that these devices have been used inappropriately, where possible, disciplinary action should be undertaken in accordance with TEEC’s Responsible Behaviour Plan (Section 5 – Consequences of Unacceptable Behaviour). Steps should be taken to delete material and stop distribution.

If not handed in, Mobile phones and other electronic equipment are used at their owners’ risk. No liability will be accepted by TEEC in the event of loss, theft or damage to any device.

TEEC uses iPads for curriculum purposes. These iPads are available out of school hours under the supervision of the visiting teacher.

Appendix 4

Procedures for preventing and responding to incidents of bullying (including Cyberbullying)

Purpose

1. TEEC 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.

2. There is no place for bullying at TEEC. Research indicates that both those being 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.

3. Bullying behaviours that will not be tolerated at TEEC 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, gossipping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At TEEC 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

Research indicates that many problem behaviours are peer-maintained. 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 Centre would never encourage students to place themselves at risk, our anti-bullying procedures involve ensuring that all visiting students use 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 TEEC are an integral part of our school wide positive behaviour support processes.

Prevention

Our school wide 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 are informed of our behaviour expectations (Safety, Responsibility and Respect for Self, Others and Place).
   - All students are introduced to the specific routines of our Centre through an induction process.
   - All students receive high levels of positive reinforcement from all staff for demonstrating expected behaviours.
   - A high level of quality active supervision is maintained by Centre and visiting Staff.

Appendix 5

Procedures for students who possess a weapon at TEEC

- At Tinaroo Environmental Education Centre every student has the right to feel safe and be safe.
- Weapons including knives and any other item that could be considered a weapon are not allowed to be brought to the centre by students.
• There is no reason for a student to have a weapon, and it is against the law for a student to have a weapon whilst at the centre.
• If a student has a weapon at the centre, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a weapon during an assault.
• Knives needed for activities whilst at the centre will be provided, and the use of them will be supervised by centre staff or accompanying adults.
• The Principal can take action against a student who brings a knife or similar weapon to TEEC.
• If a student has a knife or similar weapon at TEEC, the principal can inform the police.
• Possessing a knife or similar weapon at TEEC may result in serious disciplinary consequences such as being sent home.
• Police can search a student and their property at TEEC if they suspect a student has a weapon.
• A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
• Centre property such as tents may be searched if the principal suspects that a student has a weapon on or in centre property.
• If the principal suspects the student has a weapon in their bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a weapon at school, it can be confiscated by the principal and given to the police.