



Environmental Education Centre

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

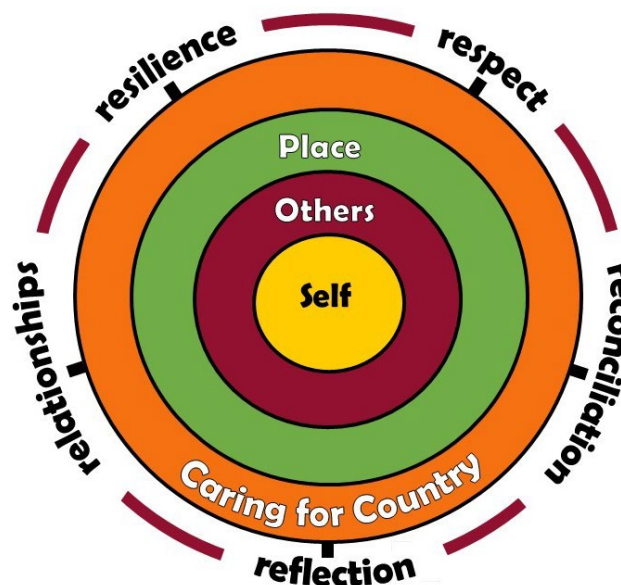
Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

Bunyaville Environmental Education Centre (Bunyaville EEC) is committed to providing safe, respectful and inclusive learning environments for all students, staff, parents and carers.

Visitors to Bunyaville EEC walk and learn on Turrbal and Yuggera Country and the ethos central to the Centre is that during our programs all visitors learn how to care for self, others and place, while learning to Care for Country. As such, each Bunyaville staff member has a responsibility to ensure there is progress towards these values for every student by promoting resilience, respect, reconciliation, reflection and relationships; caring and responsible behaviour also being integral to assuring the well being of all and protection of the environment.



Student well being and the provision of high quality learning experiences are core strengths of Bunyaville EEC, and the Bunyaville EEC *Student Code of Conduct* outlines our commitment to ensuring our programs foster high standards of positive behaviour to support student learning. It sets out the responsibilities and processes used at the Centre to:

- promote student well being and participation
- meet the needs of diverse learners and
- deliver highly effective, productive and engaging teaching and learning experiences.

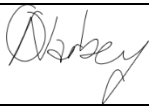
Additionally, the Bunyaville EEC *Student Code of Conduct* aims to facilitate high standards of behaviour from all in the Centre community, ensuring learning and teaching in our Centre is prioritised, with all students able to experience success and staff enjoy a safe workplace.

Bunyaville EEC staff work closely with the leadership teams from other schools to ensure visiting students are upheld to a consistently high standard of behaviour at all times. As these students are not enrolled at our Centre, they remain subject to the Student Code of Conduct from their base school. The Centre recognises and supports visiting schools' Student Codes of Conduct, except where they conflict with site policies regarding safety, welfare, cooperation, participation and learning. Decisions involving student consequences for inappropriate behaviours will be made in consultation with the student's school principal or delegate.

Contact Information

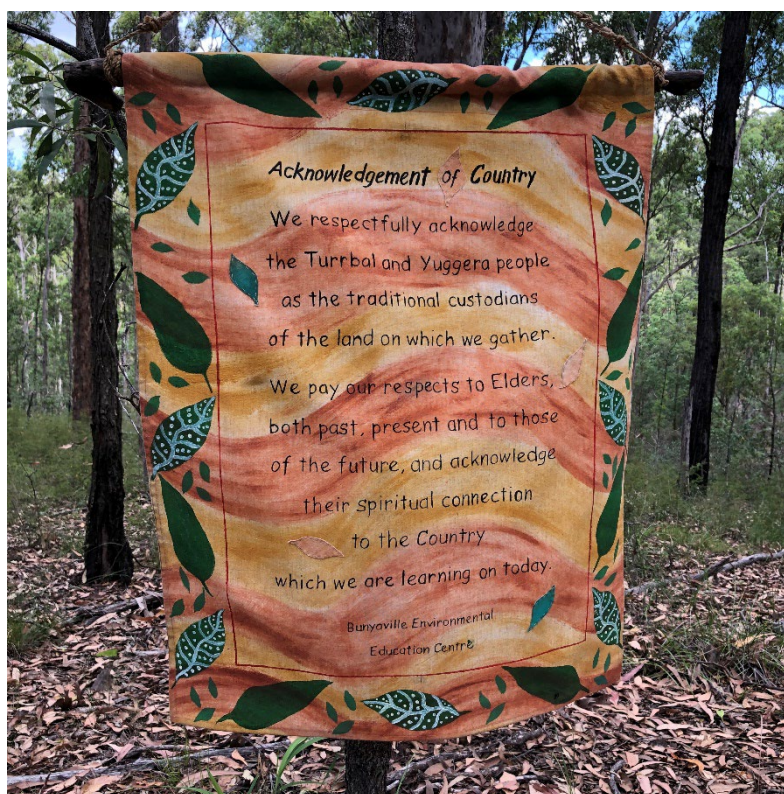
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|-------------------------|-----------------------------------|
| Postal address: | PO BOX 294, Albany Creek QLD 4035 |
| Phone: | 07 3353 4356 |
| Email: | principal@bunyavilleec.eq.edu.au |
| Centre website address: | www.bunyavilleec.eq.edu.au |
| Contact Person: | Mrs Ollie Narbey |

Endorsement

| | |
|----------------------|---|
| Principal Name: | Mrs Ollie Narbey |
| Principal Signature: |  |
| Date: | 10.12.24 |

Contents

| | |
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| Whole School Approach to Discipline | 5 |
| Consideration of Individual Circumstances | 7 |
| Differentiated and Explicit Teaching | 8 |
| Focused Teaching | 9 |
| Intensive Teaching | 9 |
| Disciplinary Consequences | 10 |
| Centre Policies | 11 |
| Temporary removal of student property | 11 |
| Use of mobile phones and other devices by students | 13 |
| Preventing and responding to bullying | 14 |
| Appropriate use of social media | 18 |
| Restrictive Practices | 20 |
| Critical Incidents | 21 |



Whole School Approach to Discipline

At Bunyaville EEC we are committed to creating flexible, innovative learning environments that support all of our learners; where students from all social, cultural, community and family backgrounds, identities and abilities are welcomed and provided with opportunities to engage with the curriculum and learn alongside their peers. We recognise our learners as being competent and capable, with ideas, feelings, perspectives and awareness; they are on individual learning journeys where they learn in many different ways.

While we teach a diverse range of learners, the Centre operates under the belief that for effective teaching and learning to occur, appropriate relationships must be developed and maintained for the learning between self, others and place, no matter who the students are. Each individual (teacher and learner) has personal rights and responsibilities, values and beliefs that affect their relationships with others and the surrounding environment, and these need to be considered to provide optimal learning and development for all.

An important factor in engaging all students in their learning is to make them feel a sense of belonging in their learning environment. Students who feel respected, accepted and supported by their teachers and peers are more willing to participate in learning experiences.

With this in mind, Bunyaville EEC focuses on delivering engaging, age-appropriate learning experiences incorporating the four behavioural expectations of respect, safety, participation and cooperation (outlined in Table 1 below with clarifying statements). These expectations are clearly articulated, modelled and reinforced by Centre staff and students are provided with feedback and opportunities to practise positive behaviours.

Table 1. Behavioural Expectations, Student Responsibilities and Demonstrated Behaviours.
Bunyaville EEC rules.

| Behavioural Expectation | Student Responsibility | Demonstrated Behaviour |
|--|---|---|
| Respect (Courtesy) | <i>Individuals have the responsibility to respect themselves, others, and the environment.</i> | Students will: <ul style="list-style-type: none"> • Speak and act with respect to self, others and place • Be attentive to the needs of others and respect their right to learn • Be supportive of diversity and difference and the different ways that others learn • Practise environmental stewardship – 5Ls Look – Listen – Learn – Love – Leave • Respect and value all living things including plants, insects and animal homes. |
| Safety (Common Sense) | <i>Individuals have the responsibility to act safely and reasonably according to Government laws, Department of Education guidelines, and Centre procedures.</i> | Students will: <ul style="list-style-type: none"> • Take responsibility for their own safety – acting safely towards themselves and each other • Understand that their actions/inactions may impact on the safety of others • Follow all Centre staff instructions re movement around and through the environment |
| Participation (Consideration) | <i>Individuals have the responsibility to participate in the program to the best of their ability to ensure that maximum benefit is gained by them as individuals and for the group as a whole.</i> | Students will: <ul style="list-style-type: none"> • Engage with all learning activities • Work within a team/group/individually • Be willing to try new/different learning experiences • Share their interest in learning with others |
| Cooperation | <i>Individuals have the responsibility to cooperate with others to assist in the efficient functioning of the program and enjoyment of all participants.</i> | Students will: <ul style="list-style-type: none"> • Support all participants in their learning – students and adults • Encourage others to cooperate as part of a team • Listen to and respect all others' view points |

Consideration of Individual Circumstances

Staff at Bunyaville EEC 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.

In most cases, Bunyaville staff have not previously met students before they attend the Centre and they have a very limited time-frame to build relationships of trust once they arrive. Centre staff therefore rely on advice and information shared by the student's parents and staff from the school at which they are enrolled. This information is collected via pre-visit discussions with visiting teachers, to ensure that starting points for learning are determined and appropriate considerations and reasonable adjustments are made to support each student and provide full-accessibility to all learning activities. Additionally, it is the responsibility of visiting teachers to prepare their students for their Bunyaville visit, so that they are ready to learn and their opportunity for success is maximised.

The planning of each incursion/excursion program is done in collaboration with the visiting class teacher and school support staff, in a process that responds to the individual learning needs of the students. The principles of Universal Design for Learning are also incorporated into Centre programs, which means from the outset that learning environments, activities, assessment and resources are developed to be flexible and suitable for use with the widest range of learners possible.

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 support they need to be successful although this support may differ in response to the needs of the student. For example, some students may need additional assistance to interpret or understand an expectation, while 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 behaviour.

Bunyaville EEC teachers are also 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. This applies even if the behavioural incident, such as bullying, involves your child. Be assured that centre staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

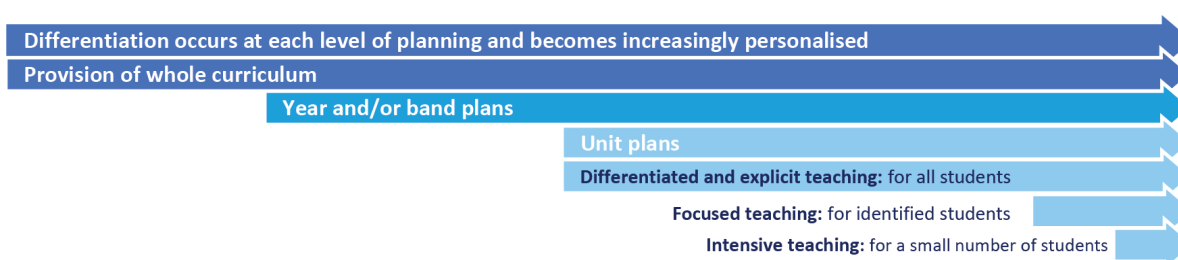
If you have concerns about the behaviour of another student at Bunyaville Environmental Education Centre, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter. Alternatively, please raise your concerns with the Principal of the school at which your child is enrolled.

Differentiated and Explicit Teaching

The unique context of Bunyaville Environmental Education Centre requires teaching staff to provide a differentiated and engaging curriculum for thousands of students each year across Kindergarten to Year 12. Over time, Centre staff have built a repertoire of effective teaching practices that are responsive to learning in an outdoor environment and enable teachers the agility to engage students of all ages. Within specially developed programs, teachers differentiate the content, process, product and learning environment to meet the needs of kindergartens, schools, groups of students and individual students. This also involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Bunyaville EEC teachers model and reinforce appropriate respectful and expected behaviours including workplace health and safety, provide feedback and correction, and opportunities for practise.

In collaboration with staff visiting from other schools, teachers at Bunyaville EEC vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are several layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation. Each layer provides progressively more personalised support for students. Bunyaville EEC programs utilise a variety of 'hands-on' and practical activities that allow for group discussion and participation. Teachers regularly employ a mix of verbal, visual and pictorial cues to maximise student understanding. Multiple pedagogies are deliberately incorporated into Centre programs to create quality learning experiences for a variety of learning styles, in order to encourage learner engagement, support positive behaviours and maintain safe learning environments. In this respect, positive behaviours and wellbeing are fostered proactively, rather than reactively.



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.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Bunyaville EEC also supports visiting school groups through direct communication and information sharing between staff and by providing visiting teachers with access to detailed program resource folders via the External Sharepoint. Curriculum Activity Risk Assessments (CARAs) are available for download from the Bunyaville EEC website.

Please note that it is the visiting school's responsibility to:

- Ensure that support structures (medical, learning and behavioural) for students and visiting adults are provided to support Centre programs, ie. provision of individual support for every student to be successful throughout program learning experiences
- Share specific student health issues that may impact on safety and learning in the field with Centre staff prior to a Centre visit, including this information on a Diverse Needs information form and noted on student lists provided on the day of the visit
- Inform Bunyaville EEC staff about specific teacher/visiting adult health issues that may impact on safety and learning in the field prior to a Centre visit

Contact will be made with the visiting school's Principal or administration in the case of serious breaches of conduct.

Intensive Teaching

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.

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 their teacher or teachers. It will also vary on the length of time the student is attending Bunyaville EEC.

Disciplinary Consequences

Bunyaville EEC follows a systematic approach to promote appropriate and acceptable student behaviours. Positive, expected behaviours are taught, modelled and reinforced by Centre staff on meeting the students and throughout Centre program learning opportunities. These and specific safety instructions provided throughout the day, are given in order to establish and maintain safe, respectful learning environments, student wellbeing and management of student behaviour.

Minor and Major Behaviours

When responding to behaviour incidents, the Bunyaville EEC staff member will determine if the problem behaviour is minor or major, with the following agreed understandings:

Minor Problem Behaviours involve:

- Minor breaches of Bunyaville EEC rules
- Students not seriously harming themselves, others or the environment
- Students not violating the rights of others

Minor behaviour incidents will be handled by Centre staff and visiting teachers at the time they occur. Bunyaville EEC teaching staff respond quickly to low-level behaviours and will calmly state the behaviour and remind students of school behaviour expectations. Other strategies used include engaging in proximity control, reinforcing positive behaviours, tactical ignoring etc.

Consequences for Minor Problem Behaviours

Students will be warned of inappropriate behaviour, if the behaviour persists, the student may be removed from the activities in order to avoid further escalation and minimise disruption to the learning experiences of other students. In all cases, the withdrawn student will be supervised by a teacher (either visiting or Centre), with the student re-joining the group at the discretion of the Bunyaville EEC teacher or visiting teacher.

Major Problem Behaviours involve

- Students putting themselves and others at risk
- Students significantly violating the rights of others

Major behaviour incidents will be referred to Bunyaville EEC's Administration at the time they occur, and then subsequently with the visiting school's administration team.

Consequences for Major Problem Behaviours

Students may be removed from activities or excluded from the remaining program (requiring a return to school) by Bunyaville EEC Administration for the following reasons:

- A serious breach of the Centre's and/or visiting school's *Student Code of Conduct*
- The student's continued presence is a serious threat to their own safety or the safety of others, including the possession of a weapon
- Premeditated vandalism, including environmental vandalism; and
- Criminal behaviour; or
- Possession of a prohibited substance

Given the unique setting of Bunyaville EEC, 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.

On occasion that the behaviour of a student may be so serious, such as causing harm to other students or to staff, the principal of Bunyaville EEC will contact the principal of the school at which the student is enrolled to convey the concerns and advise of the need for the student's time at Bunyaville EEC to end. If the principal of Bunyaville EEC is unable to reach the principal, for example on a weekend, then the parents of the student may be called and asked to collect their child. 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 discipline strategy is considered sufficient to deal with the problem behaviour.

Any serious incidents will be immediately referred by the Principal of Bunyaville EEC 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, however the responsibility for making decisions about the use of a school disciplinary absence or subsequent actions in response to a major behaviour remains with the Principal of the school at which the student is enrolled.

Centre Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of Bunyaville EEC, 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.

Please be aware that items not permitted at Bunyaville EEC may differ from those at the school at which visiting students are enrolled.

In determining what constitutes a reasonable time to retain student property, the Centre staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed

- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the Centre.

The Principal of the Centre determines when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Bunyaville EEC 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 Bunyaville EEC, 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.

Students are permitted to bring cutlery, and Bunyaville EEC will provide information about the procedures for carrying and storing these items while on site.

** The administration of medications to students is the responsibility of the visiting teacher from the client school. In the event of a specialist program, 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 Bunyaville EEC:

- do not require the student's consent to search Centre property such as lockers, desks or laptops that are supplied to the student through Bunyaville EEC;
- 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;
- require consent from the student or parent 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;

- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent 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 Bunyaville EEC

- ensure your children do not bring property onto Centre grounds or other external sites used on Centre programs that:
 - ❖ is prohibited according to the Bunyaville EEC *Student Code of Conduct*
 - ❖ is illegal
 - ❖ puts the safety or wellbeing of others at risk
 - ❖ does not preserve a caring, safe, supportive or productive learning environment
 - ❖ does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the principal or Centre staff that the property is available for collection.

Students attending Bunyaville EEC

- do not bring property onto the grounds or other settings used by the Centre (e.g. Bunyaville Conservation Park surrounds) that:
 - ❖ is prohibited according to the Bunyaville EEC *Student Code of Conduct*
 - ❖ is illegal
 - ❖ puts the safety or wellbeing of others at risk
 - ❖ does not preserve a caring, safe, supportive or productive learning environment
 - ❖ does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or Centre staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Bunyaville Environmental Education Centre has determined that mobile phones, laptops, tablets or smart watches are permitted by students while in attendance at our site for use only during specific circumstances, where:

- it is necessary for data collection or navigation during select programs (ie. senior student geography programs, leadership programs). In these circumstances, the use of these technologies is negotiated with visiting teachers and phones may be used to take photos and access Apps (eg. %Cover, QuickCapture, Survey123, GPS Tracks) relevant to the program being delivered

- there may be exceptional circumstances where student medical needs necessitate the use of one or more of these devices, and this should be discussed and a decision documented in advance of the student attending Bunyaville EEC.

Centre owned iPads are provided for student use where required on programs. These devices are configured as “managed devices” with settings monitored through a mobile device management system.

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

Preventing and responding to bullying

Bunyaville EEC 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 Bunyaville EEC our staff will work to quickly respond to any matters raised of this nature in collaboration with students, visiting teachers and parents if/when appropriate.

The following flowchart explains the actions Bunyaville EEC 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.

Cyberbullying

Cyberbullying is treated at Bunyaville EEC 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 cyberbullying. Students attending Bunyaville EEC 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 Centre.

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 Bunyaville EEC process for managing or responding to cyberbullying should be directed to Ollie Narbey (Principal) 07 3353 4356.

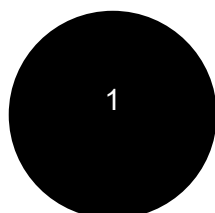
Bunyaville EEC - Bullying response flowchart for teachers

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.

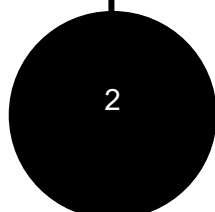
Key contacts for students and parents to report bullying:

Principal – Ollie Narbey – 07 3353 4356

SHORT TERM

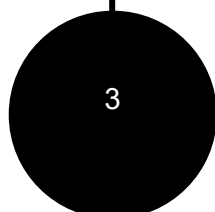


- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where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



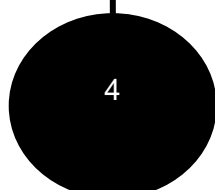
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Advise the staff of the student's school immediately and document call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

LONGER TERM

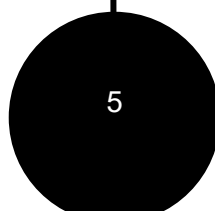


If student is continuing a longer term program at Bunyaville Environmental Education Centre:

- 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.



- 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.



- 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.

Bunyaville EEC - Cyberbullying response flowchart for staff

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](#).

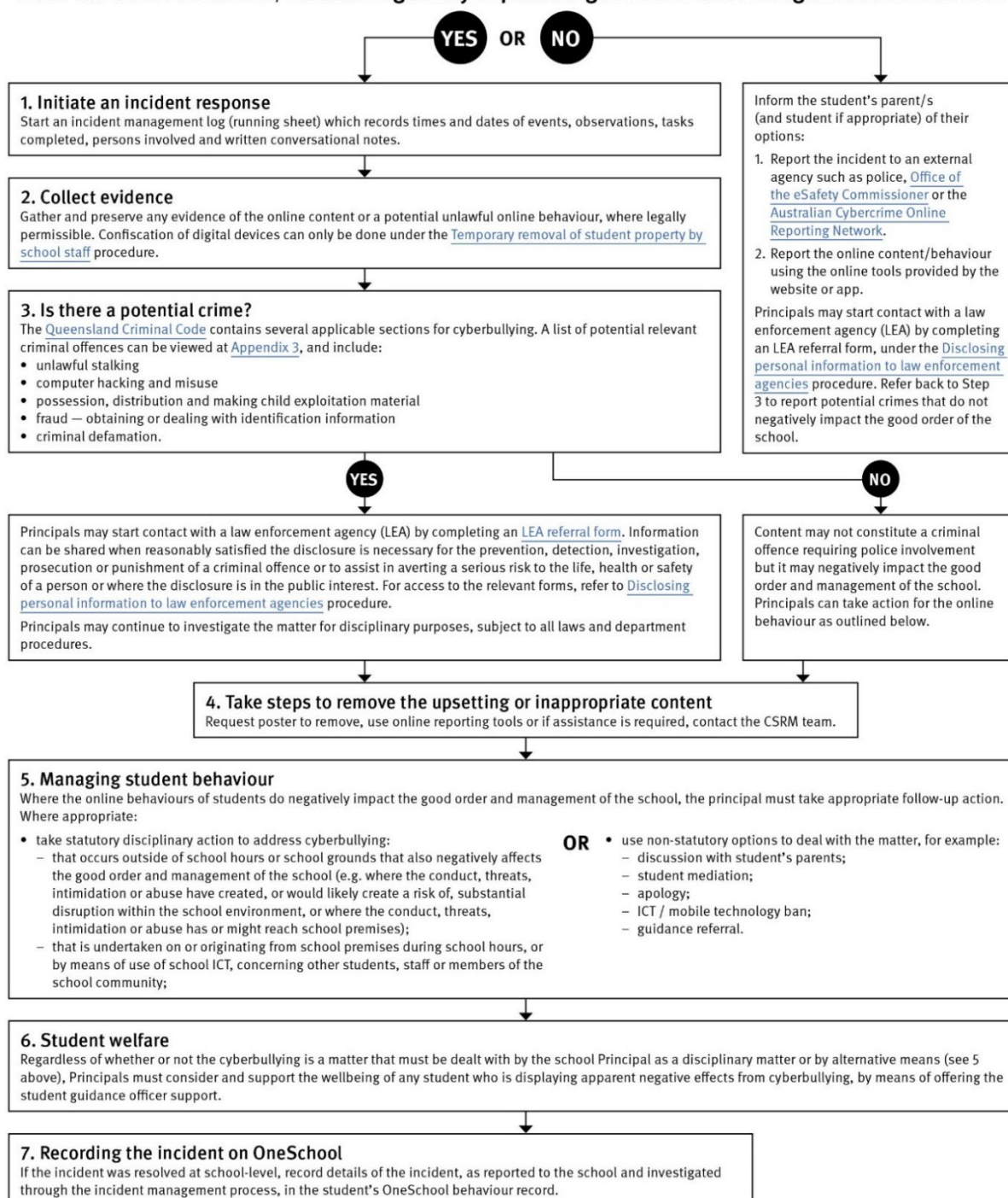
Explicit images

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.

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's important to remember that sometimes negative comments posted about the Centre community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the Centre community. Reputations of students, teachers, Centres, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- 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 Bunyaville EEC 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 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.

Comments should be calm and polite. 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, the Bunyaville EEC Principal should be contacted.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

Staff at Bunyaville EEC 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.

Bunyaville EEC staff have received training in the use of restrictive practices, that will always only be used 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

Students who attend Bunyaville EEC can be in a remote part of the forest during the program. This 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.