



Maroon Outdoor Education Centre

Student Code of Conduct

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

Maroon Outdoor Education Centre is committed to providing every individual with a memorable and valuable learning experience. Each program is designed to meet the specific needs of the students from each school.

Maroon Outdoor Education Centre is an ever-changing community of people working towards achievement of a variety of educational outcomes. Each member of the Maroon OEC community has a responsibility to themselves and all others to ensure progress towards the achievement of these educational outcomes. Adherence to a code of social practice is integral in assuring the wellbeing of each member of the community and the protection of the total learning environment.

Our staff work closely with the leadership teams from other schools to ensure visiting students are always held to a consistently high standard of behaviour. Decisions about student discipline will be made in consultation with the student's school principal or delegate.

Contact Information

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Endorsement

Principal Name:	Peter McKenna
Principal Signature:	
Date:	

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Whole School Approach to Discipline

Maroon Outdoor Education Centre operates under the belief that for effective teaching and learning to occur, appropriate relationships must be developed. Students are encouraged to strive for an appropriate level of 'maturity' and accept responsibility for their own behaviours.

The behaviours of visiting students, visiting staff, and centre staff are affected by a wide array of societal values and beliefs. Each individual has personal rights and responsibilities which affect the nature of their relationships with others. There is a recognised joint responsibility between the individual (and their family) and the education system (the school and the centre) for their physical, intellectual, emotional and social development. It is acknowledged that the education system has a responsibility to systematically plan for learning experiences that further develop attitudes, values and beliefs that are in accord with those generally accepted in our society.

Maroon OEC focuses teaching, learning and community living experiences on these four student responsibilities:

- Respect,
- Safety,
- Participation and
- Cooperation.

As a host venue for students from Queensland schools, Maroon OEC works proactively to support the implementation of each schools' Student Code of Conduct. Issues relating to the use of personal technology devices and the prevention and response to incidents of bullying and cyber-bullying will be addressed collaboratively between the visiting school teachers, administration and Maroon OEC administration to ensure that the schools' policies and procedures are implemented.

The Centre will support the Student Code of Conduct of the school by undertaking the following approach:

- facilitating the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching,
- promoting an effective learning and teaching environment that allows positive aspirations, relationships and values to develop,
- fostering mutual respect,
- encouraging all students to take increasing responsibility for their own behaviour and the consequences of their actions.

Respect	<i>Individuals have the responsibility to respect themselves, others, and the natural and built environment</i>	In demonstrating this students will: - respect other's privacy by staying away from their rooms and by not interfering with their belongings - be aware that other program participants and the permanent residents of the Centre's community should be protected from excessive noise at unreasonable hours - be willing to accept the rights of others to their privacy, their beliefs and values, refraining from bullying / harassment - care for flora and fauna, Centre property and leased land, National Parks and private landowners' property - refrain from littering or damaging property - abide by school and MOEC policies regarding responsible use of communication and recording technologies such as mobile telephones, cameras and video recorders - practice minimum impact strategies in all areas.
Safety	<i>Individuals have the responsibility to act safely and reasonably according to Government laws, Department of Education's guidelines, and Maroon Outdoor Education Centre safety procedures.</i>	In demonstrating this students will: - follow all safety directions given by staff members - wear footwear at all times (fully enclosed footwear during programme activities) - swim only when supervised - protect themselves from exposure to the sun and from dehydration - stay off equipment and activity sites unless supervised by a Maroon OEC staff member - be attentive in briefing sessions and during activities - accept responsibility for their own and others safety - ensure alcohol, tobacco, illicit / articles substances and drugs (unless prescribed by a medical practitioner and with full knowledge of programme co-ordinator) 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.
Participation	<i>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.</i>	In demonstrating this students will: - ensure their own alertness, attentiveness and punctuality - not bring mobile telephones, electronic games and music devices to Maroon OEC. - abide by MOEC policies regarding electronic equipment games and sound equipment - endeavour to foster positive relationships with others.

Cooperation	<i>Individuals have the responsibility to cooperate with others to assist in the efficient functioning of the programme and the enjoyment of all participants.</i>	In demonstrating this students will - be prepared to participate in all programmed activities - strive to be part of the group and achieve the groups' goals.
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Consideration of Individual Circumstances

Maroon Outdoor Education Centre works collaboratively with visiting schools to implement processes designed to maximise educational outcomes for the diverse needs of students. Responses to inappropriate behaviour consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

Differentiated and Explicit Teaching

Maroon Outdoor Education Centre collaborates with the visiting school to design a tailored program for the visiting group of students. A Maroon OEC teacher works with the school to develop a specific program and assist with all planning issues. This collaboration addresses strategies and/or programs for targeted support. The targeted aspects of the program may be around individual student needs, a group of students or behavioural learning objectives such as problem solving and conflict resolution.

Focused Teaching

Maroon Outdoor Education Centre endeavours to complement the team approach to behaviour support that schools bring with them to the Centre. Where appropriate this includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies.

Intensive Teaching

Strategies will reflect collaboration between Maroon Outdoor Education 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.

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

Disciplinary Consequences

- Students may be withdrawn from activities for persistent or serious misconduct. In all cases they will be supervised by a staff member.
- Persistent unacceptable behaviour reported to Centre Administration will be reported to the visiting school's coordinator, administration and/or parents.
- Students may be removed from activities (indefinitely) or excluded from the remaining camp programme (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 threat to their own safety or the safety of others
 - Premeditated vandalism
- In the event of a prohibited substance being found with/or consumed by a student the Centre will enact the following procedures:
 1. Health status of student will be determined and medical support sought if necessary.
 2. Substance will be identified (where possible), confiscated and secured in office safe.
 3. Any other people involved will be identified and managed accordingly.
 4. Police Service will be notified if substance is suspected as being illicit.
 5. Student's school principal will be contacted. Strategy for informing parent/caregiver will be negotiated along with procedures for transporting student from the Centre.

Centre Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the centre, to maintain and foster mutual respect between all centre staff and students. The [Temporary removal of student property by school staff](#) procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

Please be aware that items that are not permitted at Maroon Outdoor Education Centre 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 Maroon Outdoor 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)
- 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: 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. Maroon Outdoor Education Centre will provide information about the procedures for carrying and storing these items while on site.

** 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 Maroon Outdoor Education Centre:

- do not require the student's consent to search centre property such as lockers, desks or laptops that are supplied to the student;
- 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;
- 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;
- 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);
- 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 Maroon Outdoor Environmental Education Centre

- ensure your children do not bring property onto centre grounds that:
 - is prohibited according to the Maroon Outdoor Education Centre *Student Code of Conduct*
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;

- collect temporarily removed student property as soon as possible after they have been notified by the principal or centre staff that the property is available for collection.

Students attending Maroon Outdoor Education Centre

- do not bring property onto the grounds or other settings used by the centre (e.g. camp, sporting venues) that:
 - is prohibited according to the Maroon Outdoor Education Centre *Student Code of Conduct*
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the principal or 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.

Maroon Outdoor Education Centre has determined that no mobile phones, laptops, tablets or smart watches are permitted by students while in attendance at our site. 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 Maroon Outdoor Education Centre.

The *Temporary removal of student property* policy will apply for all other students who bring mobile phones, laptops, tablets or smart watches to Maroon Outdoor Education Centre.

Preventing and responding to bullying

Maroon Outdoor 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 Maroon Outdoor Education Centre our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Maroon Outdoor 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.

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.

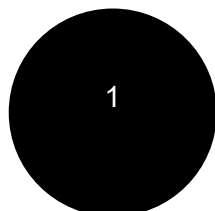
Key contacts for students and parents to report bullying:

Principal – Peter McKenna – 56636333

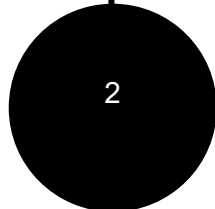
Deputy Principal – Lesley Hughes – 54636333

Business Manager – Melissa Leary – 54636333

SHORT TERM

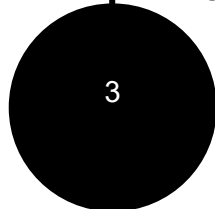


- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where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

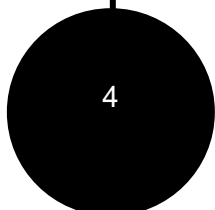


- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Advise the staff of the student's school immediately and document call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

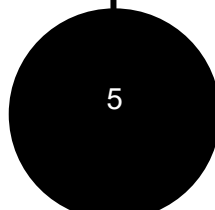
LONGER TERM



- If student is continuing a longer term program at Maroon Outdoor 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

Cyberbullying

Cyberbullying is treated at Maroon Outdoor 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 Maroon Outdoor 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 Maroon Outdoor Education Centre process for managing or responding to cyberbullying should be directed to principal@maroonoec.eq.edu.au.

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](#).

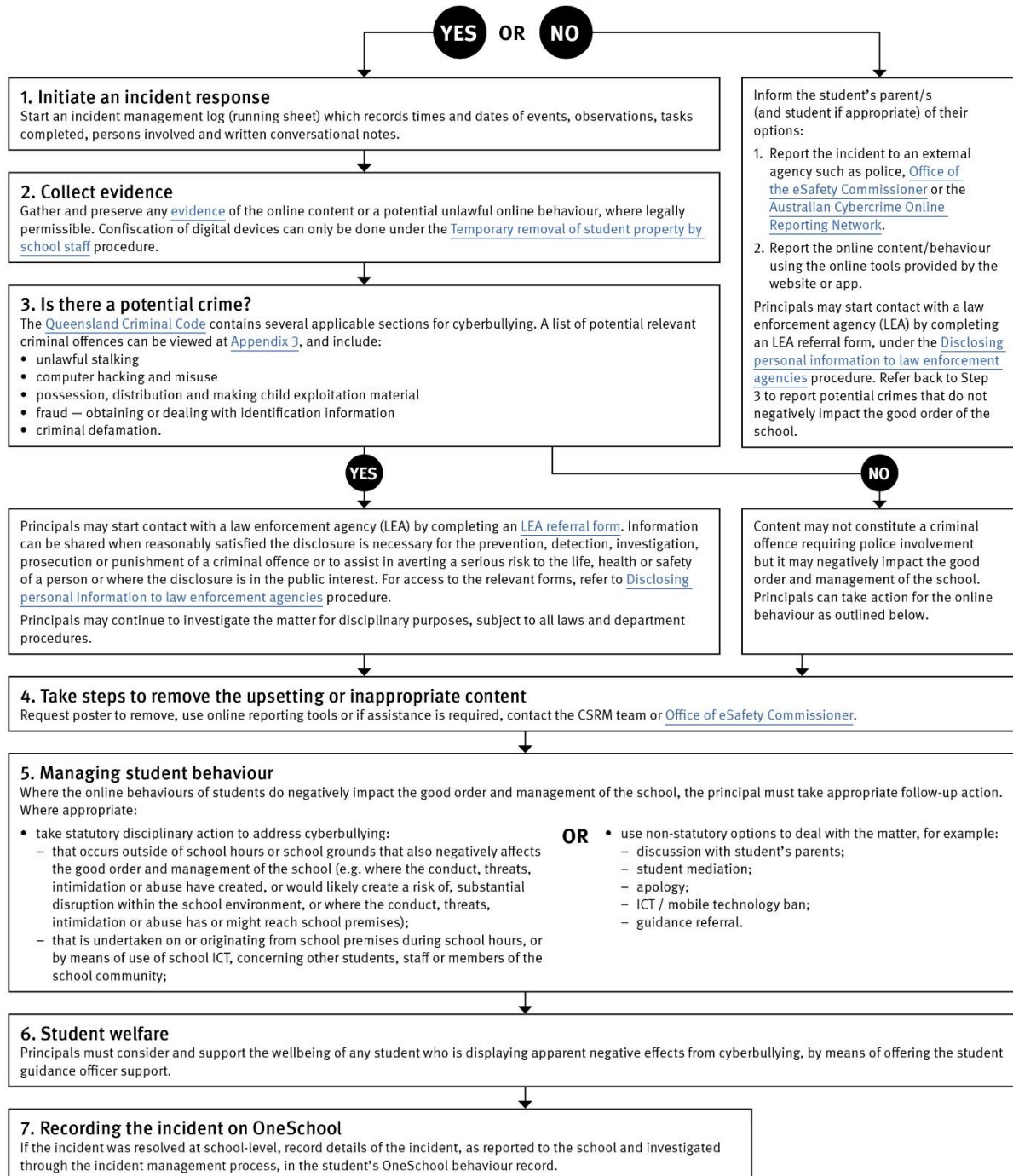
Explicit images

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.

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 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 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 Maroon Outdoor Education Centre
Liaise with visiting 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](#).

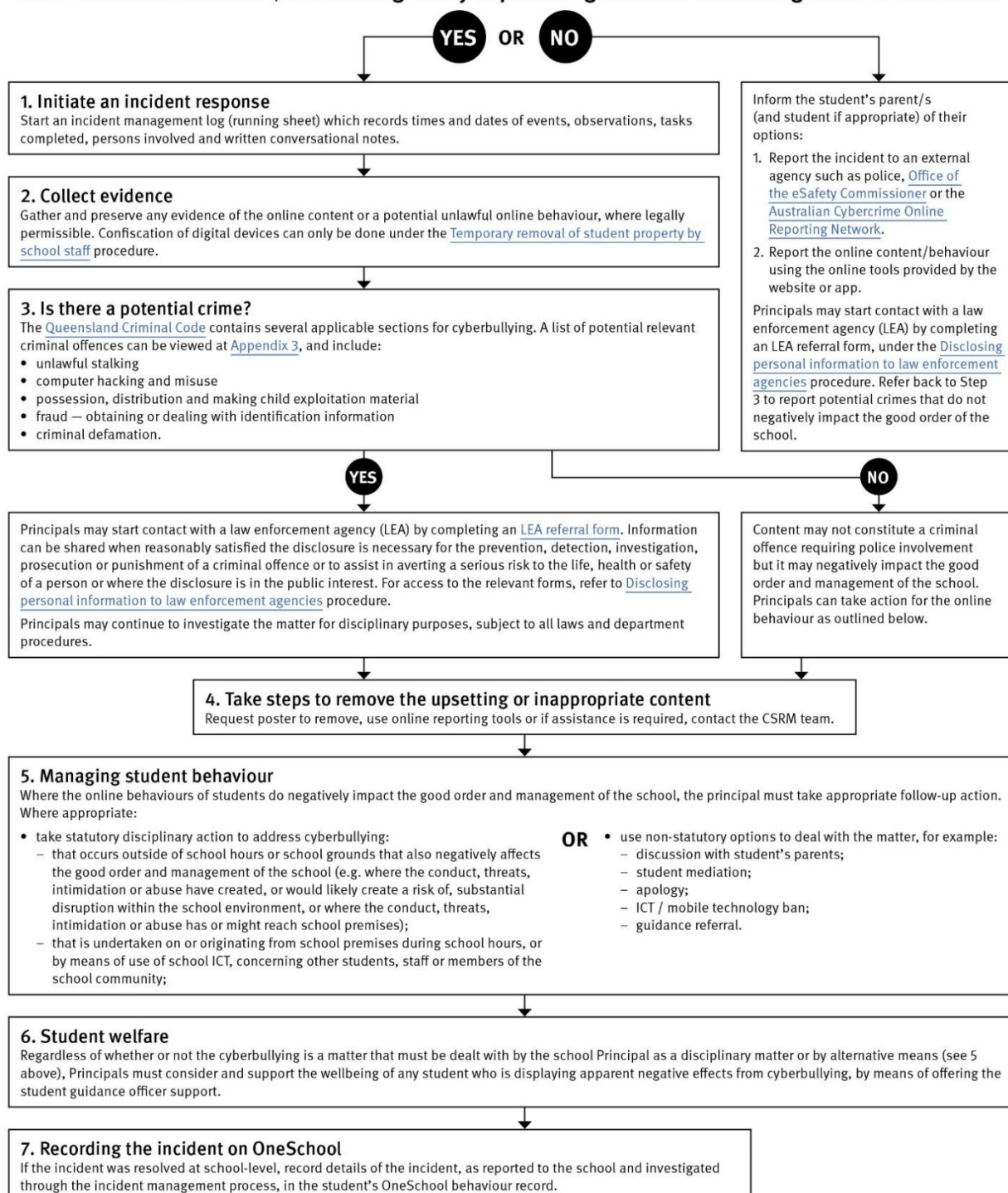
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Help

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



Restrictive Practices

Staff at Maroon Outdoor 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

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

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.