



Maroon Outdoor Education Centre
EVERY STUDENT REAL ADVENTURE REAL ACHIEVEMENT LEARNING OUTDOORS

Maroon Outdoor Education Centre

**Student
Code of Conduct
2021-2024**

Purpose


Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. 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.

Contact Information

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Endorsement

Acting Principal Name:	Scott Bunch
Acting Principal Signature:	
Date:	12 th November 2020

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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.**

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

As a host venue for students from Education 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 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.

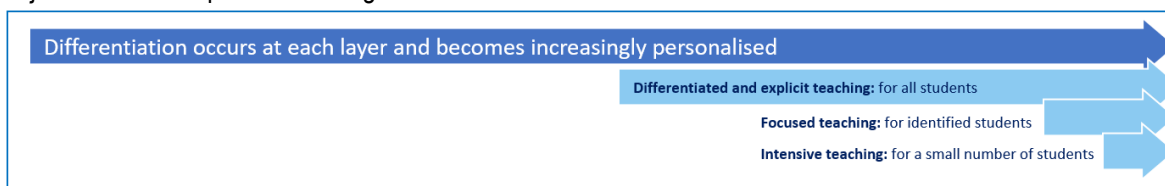
Respect	<i>Individuals have the responsibility to respect themselves, others, and the natural and built environment</i>	<p>In demonstrating this students will:</p> <ul style="list-style-type: none"> - respect other's privacy by staying away from their rooms and by not interfering with their belongings - 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>	<p>In demonstrating this students will:</p> <ul style="list-style-type: none"> - 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>	<p>In demonstrating this students will:</p> <ul style="list-style-type: none"> - 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>	<p>In demonstrating this students will</p> <ul style="list-style-type: none"> - be prepared to participate in all programmed activities - strive to be part of the group and achieve the groups' goals.

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

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



Temporary removal of student property

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The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school 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.

In determining what constitutes a reasonable time to retain student property, the principal or state school 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

The Principal or state school staff determine 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).

* No knives of any type are allowed at school, 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. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school 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

a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

Centre staff at Maroon Outdoor Education Centre:

- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent/caregiver or calling the police;
- require consent from the student or parent/caregiver to examine student's 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;
- 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/ caregivers (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent/caregiver to search the person of a student (e.g. pockets or shoes).

If consent is not provided and a search is considered as urgent/necessary, the police and the student's parents/caregivers should be called to make such a determination.

Parents/Caregivers of students visiting Maroon Outdoor Education Centre:

- ensure your children do not bring property onto centre grounds that:
 - is prohibited according to the MOEC 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 student property as soon as possible after they have been notified by the Principal or state school staff.

Students visiting Maroon Outdoor Education Centre:

- do not bring property onto centre grounds that:
 - is prohibited according to the MOEC School 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.



Use of mobile phones and other devices by students

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Management Controls:

Maroon Outdoor Education Centre programs are designed and implemented for students to develop personal and social capabilities such as Teamwork, Resilience and Leadership. This is achieved through adventure based learning and community living.

Students

To enable the program to be optimally beneficial it is Maroon OEC policy that mobile telephones, electronic games and music devices are **not permitted by students** at Maroon OEC.

It is expected that:

- Students will be fully advised of the Maroon OEC policy regarding the possession and use of all electronic devices prior to arrival at Maroon.
- Visiting school teachers are asked to accept responsibility for this policy during non-program times.
- Maroon OEC teachers will accept responsibility for implementing this policy during **any** curriculum activity including bushwalking, overnight expeditioning or camping experience.
- Students failing to comply with Maroon Outdoor Education Centre policy will be required to hand over their electronic devices to a teacher with collection/return to occur at the end of the program.
- Maroon Outdoor Education Centre will accept no responsibility for loss or damage to any electronic device that has been brought to camp.

Teachers and Accompanying Adults

To enable the program to be safe and optimally beneficial:

- Mobile telephones can be used discretely during non-program time.
- Mobile telephones are not to be used during any curriculum activity.
- Mobile telephones are not permitted in the Dining Hall during meal times.



Preventing and responding to bullying

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Maroon Outdoor Education Centre strives to create positive, predictable and safe environments for all students at all times. MOEC uses its links to the Australian Curriculum and the Health and Wellbeing Curriculum, working closely with visiting school staff to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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 school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

PREVENTION

MOEC staff work closely with visiting school staff and should an issue arise, visiting school staff will be the first point of contact.

Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing of bullying behaviour. Preventing bullying behaviours is embedded in several ways into the centre culture and environment.

BULLYING

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, however, are not limited to:

- 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 quickly with visiting school staff to respond to any matters raised of this nature in collaboration with students and parents/caregivers.

RESPONDING TO INCIDENTS OF BULLYING

The following flowchart explains the actions Maroon Outdoor Education Centre teachers, in conjunction with school staff, will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school 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.

The Principal conducts Professional Development (PD) during the Student Free Days (SFD) at the beginning of the year and through staff meetings where required. Communicating behaviour concepts to parents and students of visiting schools as part of our Coordinator meetings also enables us to provide PD to our whole visiting school community.

It should be note that the timelines, listed over the page, may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Visiting School Camp Co-ordinator

Visiting School teachers and staff

MOEC staff and/or Administration

First hour
Listen

- 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) within the next 24 hours

Day one
Document

- 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
- Create a record
- Notify parent/s that the issue of concern is being investigated

Day two
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three
Discuss

- 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
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

- Document the plan of action
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes

Ongoing
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students



Appropriate Use of Social Media

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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 school 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 school community. Reputations of students, teachers, schools, principals and even parents/caregivers 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/caregivers 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/caregivers 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/caregivers are their child's first teachers — so they will learn online behaviours from you.

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

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

While many schools use social media to update parents/caregiver of school notices, the department prefers that parents/caregiver contact schools 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 school 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 school, hinders a child's learning and/or affects the school community at large, contact the school 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/caregiver are not. If you are tagging or naming students, consider that other parents/caregivers may not want their child's name attached to images online, especially in uniform.

Maroon Outdoor Education Centre visiting students are NOT permitted to upload any videos/images taken on school site and/or in school uniform without the written consent of the school.

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 school 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 centre 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](#).

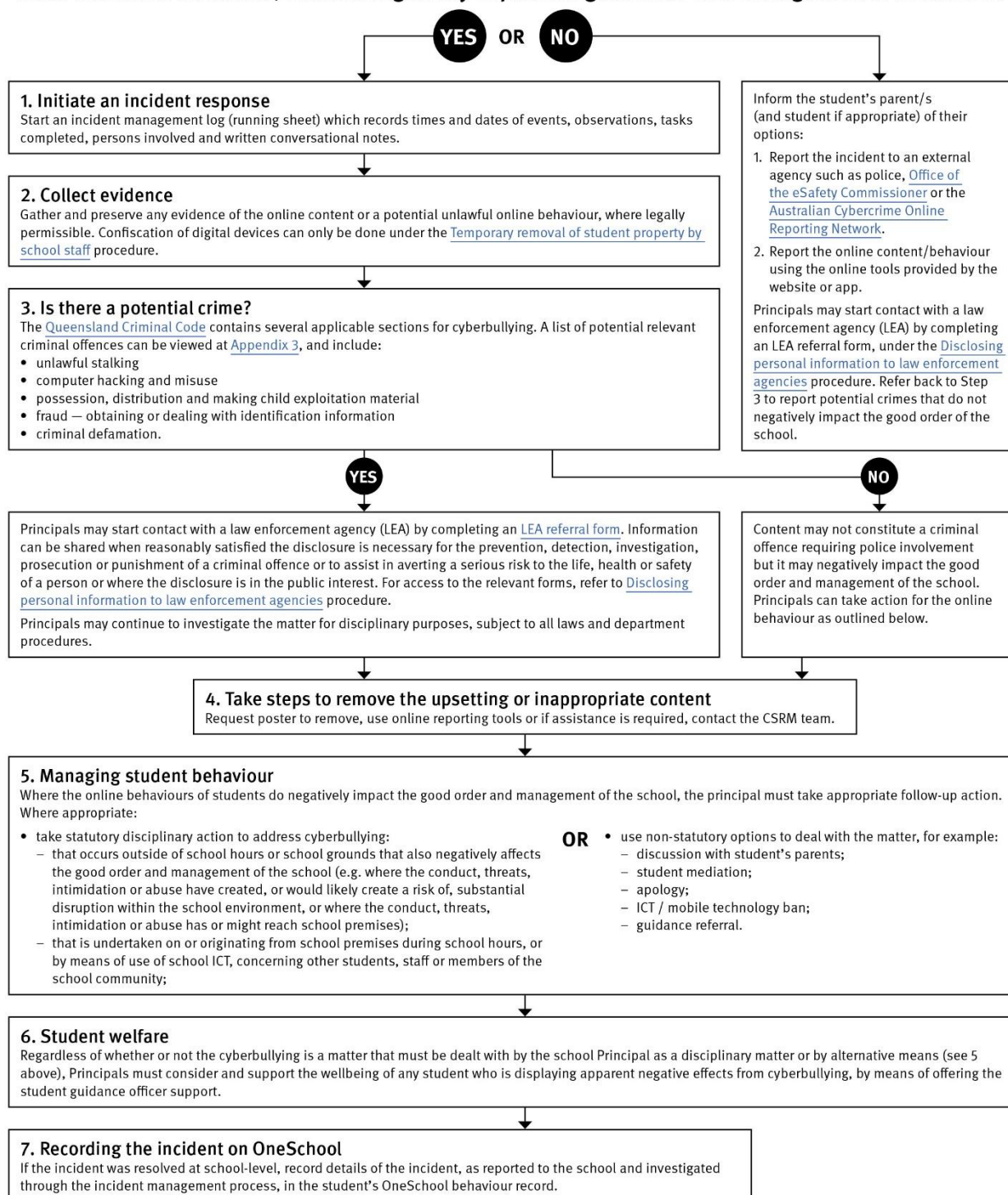
Explicit images

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](#).

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity 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?**





Sun Protection Strategy

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The Maroon Outdoor Education Centre is committed to:

- The development of appropriate strategies to minimise the risk of sun exposure
- Promoting sound sun protection practices, and
- Encouraging students and staff whilst visiting the Centre to adopt these practices

STRATEGIES

1. Written correspondence to visiting schools emphasise the need to bring appropriate protective clothing, sun cream (SPF 30 – 50) and drinking water containers, when visiting the centre
2. During pre-camp visits, staff and students are informed about the outdoor nature of the program and the resulting need to be appropriately protected from the sun during extended periods of time
3. Centre staff role model appropriate sun protective practices at all time
4. Students' briefed pre-activity to be suitable attired for sun protection and have access to, and consume fluids on a regular basis
5. Coordinator programming realistically minimises the amount of time spent in the sun particularly during the recognised danger periods
6. That suitable posters or similar material promoting sun safety be prominently displayed around the Centre
7. That staff continue to monitor first aid procedures in preventing and treating sun related illness.

MANAGEMENT PROCEDURES

In enacting the MOEC Sun Safety Strategy, teaching staff are to adopt management procedures that are consistently fair and equitable for all individuals across all group, including:

- **Individual's failure to bring personal sun safety equipment;**
The centre will make available a small number of hats; sun protection creams and water containers for casual borrowing by individuals.
- **Large numbers of individuals within groups fail to bring adequate sun safety equipment;**
Program options will be reviewed and changes implemented which minimise / reduce the exposure of groups to the harmful effects of the sun.
- **Sun safety behaviours are identified as on-going safety issue;**
Problem solving strategies will be introduced to each group with clear directions regarding consequences of failure to address required safety behaviours.
- **Severe climatic conditions that require complete protection from sun;**
All program staff will implement sun safety strategies to minimise exposure.

- **Sun safety behaviours are identified as on-going safety issue.**
Problem solving strategies will be introduced to each group with clear directions regarding consequences of failure to address required safety behaviours.
- **Climatic conditions are such that complete protection from sun is identified as the preferred course of action.**
All program staff will implement sun safety strategies to minimise exposure.



Restrictive Practices

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Physical Intervention

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

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

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

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

It is important that all staff understand:

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

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

- property destruction
- school disruption
- refusal to comply
- verbal threats
- 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
- consider 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.



Critical Incidents

Maroon Outdoor Education Centre

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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 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 OEC, 24 hours a day, for the duration of their program, some of which may be conducted in remote, isolated 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. Such instance may require Maroon OEC to override the visiting schools Responsible Behaviour Plan to ensure the safe conduct of the learning program.

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.

Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies and procedures.

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

Related resources

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cyber safety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)