TALLEBUDGERA BEACH
OUTDOOR EDUCATION SCHOOL

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

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Our strength is our commitment to providing every individual with a memorable and valuable learning experience. Each program is designed to meet the specific needs of each school and contribute to:

- Developing the skills and desire for lifelong learning;
- Prepare young people to become active and reflective Australian citizens;
- Supporting students to become active in community, economic and political life; and
- Building students’ confidence in their relationships with other cultures in Australia and abroad.

Tallebudgera Beach Outdoor Education School is committed to providing quality outdoor education learning experiences. The development of the individual through sustainable engagement with the natural outdoor environment and fellow learners is our key focus. Challenge by choice within a safe and supportive environment directs behavioural expectations for students and staff.

Safety is paramount with all site activities. Support for students and staff engaged in learning programs is integral to our site achieving desired learning outcomes. Individuals in return must accept responsibility and accountability for their actions and their effect on others. The development of effective interpersonal relationships is targeted to assist learners move from dependence through independence to interdependence.

Therefore continued engagement of the learner is dependant upon the maintenance of trust i.e: Trust in the learner to support the safety of self and others while maintaining positive relationships through Courtesy, Cooperation, Consideration and Common Sense.
School beliefs about behaviour and learning

Courtesy, Cooperation, Consideration and Common Sense are our guiding interpersonal expectations. These drive school operations and form the School’s motto.

Striving to achieve effective relationships is fundamental to succeeding within the intense physical and social nature of weekly camps and programs. Our school motto highlights the essence of effective relationships. Students and staff are required to accept, support and model those characteristics.

A key focus of our operations is to identify, encourage, recognise and reward positive behaviour and actions.

The nature of outdoor education presents risk. Effective risk management relies on a willingness to accept the need for safety procedures, actively engage in safety induction and comply with safety requirements.

Program and activity participation is dependant on a trust that the individual will accept and comply with risk management procedures and support the characteristics of effective relationships.

Students from all over Queensland attend our programs. The general camp format of multiple school camps stimulates the challenges and learning opportunities offered. The need for support and tolerance of others is fundamental given the diverse range of student and school cultures present each week.

Mistakes are inevitable. While appropriate consequences are also inevitable our site strives to support the life long learner overcome mistakes through a repair process. This includes:

- Honesty – admitting and owning incorrect behaviour
- Identifying the impact of inappropriate actions
- Accepting the related consequences
- Identifying alternate and more appropriate actions
- Striving to repair the damage through appropriate trust building tasks and future behaviour.
- Accepting appropriate consequences for one’s actions.

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

Tallebudgera Beach School operates in partnership with participating schools. Therefore we strive to ensure compatibility between our site and the visiting school’s Responsible Behaviour Plans. Effective communication is the key to ensure:

- Behavioural expectations are understood and accepted;
- Effective issue and conflict resolution; and
- Appropriate consequences are applied to behaviour.

Students attend our site to engage in outdoor education. Our site therefore takes responsibility for appropriate participant behaviour while in our care. Students are enrolled at their home school, which is therefore responsible for post camp follow up. The context of our site and student reactions to that context is necessarily different to that of visiting schools. Therefore all students are given a fresh start when attending programs. However in instances of misbehaviour prior history will be considered to ensure an appropriate response.
Whole-school behaviour support

A safe environment and positive relationships are the identified keys to successful site programs. Compliance with identified risk management strategies and practices is mandatory. Positive relationships are promoted and modelled through the 4C’s.

Tallebudgera Beach Outdoor Education School Motto: “The 4C’s”

<table>
<thead>
<tr>
<th>Item</th>
<th>Definition</th>
<th>Descriptors</th>
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<tbody>
<tr>
<td><strong>Courtesy</strong></td>
<td>Interpersonal behaviours, which demonstrate respect for self and others.</td>
<td>Good manners, Respect, Thoughtfulness, Politeness, Sensitivity, Encouragement</td>
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<tr>
<td><strong>Cooperation</strong></td>
<td>Behaviours and actions that support the needs of others and program operations.</td>
<td>Inclusiveness, Supportiveness, Harmonious, Helpfulness</td>
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<tr>
<td><strong>Consideration</strong></td>
<td>Actions and thoughts that provide support for others.</td>
<td>Thinking of others, Thoughtfulness, Sharing, Helpfulness, Supportiveness, Making allowances</td>
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<tr>
<td><strong>Common Sense</strong></td>
<td>Considering the consequences of actions to determine the most sensible course of action.</td>
<td>Doing – right thing, Follow rules, Responsibility, Appropriate action / choices</td>
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Site Strategies:
- School Website featuring camp expectations, operations, activities and environment – updated annually
- Site induction – a detailed presentation featuring visual and auditory stimulus
- Daily parades targeting, recognizing and rewarding positive behaviour
- Pre activity briefings targeting specific risk management practices and appropriate behaviours
- Post activity debriefings recognising and rewarding positive behaviour
Targeted and Intensive Behaviour Support and Consequences for Unacceptable Behaviour

### Behaviour Management Table

<table>
<thead>
<tr>
<th>Support / Response</th>
<th>Strategy / Option</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targeted Behaviour Support</strong></td>
<td>• School Website – information / activities</td>
<td>• Updated annually</td>
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<td></td>
<td>• Student diary</td>
<td>• Detailed Power point</td>
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<td></td>
<td>• Student induction / handbooks</td>
<td>• Issues highlighted</td>
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<td></td>
<td>• Staff induction</td>
<td>• Roles detailed &amp; explained</td>
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<td></td>
<td>• Teacher duty roster</td>
<td>• Teacher interactive</td>
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<tr>
<td></td>
<td>• Daily parades</td>
<td>• Risk management and positive behaviour reinforcement</td>
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<td></td>
<td>• Activity briefings and debriefings</td>
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<thead>
<tr>
<th><strong>Consequence Hierarchy</strong></th>
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<tbody>
<tr>
<td>1. Initial reprimand for inappropriate action</td>
<td>• Identify inappropriate actions, reinforce desired actions – advise future consequences</td>
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<tr>
<td>2. Reprimand – short term, activity time out</td>
<td>• Reflection time</td>
<td></td>
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<tr>
<td>3. Extended time out – Recreation time</td>
<td>• 30 min or 1hr – behaviour improvement activities</td>
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<tr>
<td>4. Suspension from activities / behaviour contract</td>
<td>• Administration reprimand / counselling</td>
<td></td>
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<tr>
<td></td>
<td>• Prior history identified, future consequences identified</td>
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<tr>
<td></td>
<td>• Part of activity to whole day dependant on student response &amp; level of cooperation</td>
<td></td>
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<tr>
<td></td>
<td>• Advise issues, possible future consequences / engage support</td>
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<td></td>
<td>• Parent / home school contact Negotiate return to home / school strategy</td>
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<td>5. Exclusion from camp</td>
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### Situations when applied:

- Repeated breaches of site policies which affect safety, student welfare or needs & rights of school community
- Breach of visiting school’s behaviour plan
- Vandalism
- Possession of a prohibited substance

### Action re possession of prohibitive substance:

- Health status assessed – medical aid sought if necessary
- Substance confiscated & secured
- Identify others involved
- Notify police
- Contact home school administration then notify parent / caregiver & Regional Office
Network of Student Support

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<tr>
<td>Network of Student Support</td>
<td><strong>A. Operations &amp; Procedures</strong>&lt;br&gt;- School Motto – explanation / role modelling&lt;br&gt;- Inductions / briefings / debriefings&lt;br&gt;- Parades&lt;br&gt;- Recognition and reward – Top Stuff Certificates, Bonus Board&lt;br&gt;- Student roles &amp; tasks – duty groups, Junior Caterers, Cabin Inspection / Student Diary&lt;br&gt;- Site presentation / displays</td>
<td>Policies and procedures are reviewed regularly and modified as required. Visiting staff are inducted and actively engaged in weekly operations</td>
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<td></td>
<td><strong>B. Personnel</strong>&lt;br&gt;- Visiting teachers / carers&lt;br&gt;- TBS teachers&lt;br&gt;- TBS support staff – Office / USO / Catering / Cleaning&lt;br&gt;- Welfare &amp; Security Officer&lt;br&gt;- Principal &amp; Deputy&lt;br&gt;- Home school Administration&lt;br&gt;- Parents / carers</td>
<td>Staff are inducted in required operations and role modelling practices.</td>
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<td></td>
<td><strong>C. Evaluation &amp; Feedback</strong>&lt;br&gt;- Parade feedback&lt;br&gt;- Weekly evaluation data capture – teachers and students&lt;br&gt;- Annual Review Process</td>
<td>Data is gathered and discussed weekly and entered into management software for periodic analysis and comparison.</td>
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Consideration of individual circumstances

Tallebudgera Beach School strives for inclusivity in all programs and activities. Modified procedures and equipment are available to support students with learning, social and physical disabilities. Visiting schools are required to provide specialist support personnel necessary to support appropriate learning engagement (as provided at the home school site). The need to support positive student interaction, welfare and safety ultimately determines appropriate attendance.

Many students with challenging behaviours at their home school excel in the outdoor education environment. All students are welcome to attend programs. When students fail to meet site expectations visiting staff are engaged to provide background information to support effective behaviour management. Student backgrounds including learning difficulties, physical disabilities and individual circumstances are considered to determine appropriate consequences and follow up action.

Parents and carers are contacted when student health, welfare, safety and / or continued attendance is at risk.
Site administration accepts responsibility for determining the appropriateness of continued camp / program attendance. However a mandatory part of the related decision making process involves consultation with the home school and parents / carers.

### Related legislation

- *Education (General Provisions) Act 1989*
- Section 21 of the *Education (General Provisions) Regulation 2000*
- *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 1995*
- Workplace Health and Safety Regulation 1997
- *Freedom of Information Act 1992*

### Related policies

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
- SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

### Some related resources

- National Safe Schools Framework  
  [ncab.nssfbestpractice.org.au/resources/resources.shtml](ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools  
  [www.valueseducation.edu.au](www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland  
- Bullying. No Way!  
- MindMatters  
- School Wide Positive Behaviour Support  

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**Principal**  
**Regional Executive Director or Executive Director (Schools)**

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Saturday, 5 May 2007