



Student Behaviour Management Course of Action

College
Primary College
Secondary College

If a student is making poor choices

STEP 1: "Canter"

Without a fuss and not necessarily a verbal exchange, the teacher writes the name of the disruptive student on the board.

This is the 1st warning

2nd offence

Further disruption will result in a tick next to the student's name and a star is removed from the student's name on the star chart.

This is the 2nd warning

3rd offence

Following further disruption from the same student, record the incident as an demerit.

Depending on the weighting, students' negative behaviour will ultimately result in an Action.

If a student is making poor choices

No

Is it a serious or repetitive incident? (9 or more points)

STEP 1: Action

The student is taken to the Head of Student Welfare or In-School Suspension room if unavailable

STEP 2: Action

At the conclusion of the lesson, or at a more convenient time on that day, inform the Head of Student Welfare of the situation.

Automatic "Actions"

A student may receive an "Action" without warning for:

Breach of Safety e.g.

- throwing an object in class
- knocking a student off a chair
- not following safety guidelines in practical lessons (e.g. Science lab/D&T)

-bringing a weapon into the College

Physical violence e.g.

- punching another student
- hitting a teacher

Abuse e.g.

- swearing at another student
- swearing at a teacher

Misuse of Computers or other equipment e.g.

- changing settings of computers
- accessing or attempting to access inappropriate material
- attempting to access restricted areas on the College computer network

- intentional misuse of equipment provided in a lesson

Bullying, Damaging property, Leaving College grounds/ truancy, Pornography, Theft, Graffiti, Repetitive misbehaviour/ disruption

Any other inappropriate behaviour as determined by the College Executive.



Procedure on Students behaviour management

College Primary College Secondary College

Any seen or perceived disruptive behaviour is dealt with using a procedure known as “Canter”. That is, without a fuss not necessarily a verbal exchange, the teacher writes the name of the disruptive student onto the whiteboard. This is the student’s first warning. Further disruption by the same student will result in a tick placed next to their name **and a star is removed from the student’s name on the star chart**. This is the second warning. Following further disruption from the same student, there is no need to tick their name again. Record this as a demerit.

When a student is sent out of class:

1. The student is sent to the Head of Student Welfare or In-school Suspension Room in the Administration Building (A block)
2. At the conclusion of the lesson, or at a more convenient time on that day, check to see if the student has followed his/her instructions, and log the details.

When a student is sent out of class:

1. The student is given a red card and is taken/instructed to report to the Head of Student Welfare or In-school Suspension Room in the Administration Building (A block) if he is not available.
2. At the conclusion of the lesson, or at a more convenient time on that day, inform the Head of Student Welfare of the situation.

AUTOMATIC ACTION

Examples which could result in automatic Actions are:

Breach of Safety

- eg - throwing an object in class
- knocking a student off a chair
- not following safety guidelines in practical lessons (e.g. Science lab/ D&T)

Physical Abuse

- eg - punching another student
- hitting a teacher

Verbal Abuse

- eg - swearing at another student
- swearing at a teacher

Misuse of Computers or Other Equipment

- eg - changing settings of classroom or Library computers
- accessing or attempting to access inappropriate material via the internet
- attempting to access restricted areas on the College computer network
- intentional misuse of equipment provided in a lesson

Sexual Abuse

- eg - Being in possession of and or distributing pornographic material at school
- Indecent exposure

Illicit drugs

- eg - Smoking/ sniffing any substances. Being at school under the influence of any form of drugs.

Bullying, Physical violence, Abusive Behaviour, Swearing at someone, Damaging property, Leaving College grounds/truancy, Theft, Graffiti.

Any other inappropriate behaviour as determined by the College Executive.

The examples given in each section are not comprehensive but are provided as a guide. Any other inappropriate behaviour as determined by the College Executive will be dealt with individually.

**BEHAVIOUR MANAGEMENT – THE PARENTS' ROLE**

- Sign the student's diary regularly, preferably every day but at least once a week.
- Discuss any issues with the student and develop strategies for the student to correct behaviour.
- Contact teacher/s with any concerns/suggestions.
- Work collaboratively with teachers and other agencies to develop strategies to support the student.

BEHAVIOUR MANAGEMENT – THE TEACHER'S ROLE

Before the name goes on the board:

Classroom teachers are the linchpin of effective behaviour management. Teachers reduce the incidence of disruptive behaviour by:

- Providing lessons which are both relevant and interesting.
- Selecting teaching methods which are appropriate for the students.
- Establishing clearly defined rules that are consistently enforced.
- Displaying rules in the College diary to constantly bring to the students' attention the appropriate behaviour.
- Establishing good relationships and a positive classroom atmosphere.
- Encouraging and rewarding students who are working well.
- Being a good role model.
- Treating students in a quiet and fair manner at all times.
- Giving clear and timely instructions relating to both the management and the lesson.
- Using consequences which are appropriate and not exacerbating the conflict.
- "Looking" at students / quietly saying their name / focus student attention.
- Seating plans.
- Include all students in teaching i.e. do not teach to just one section of the room.
- Avoid potentially 'bad' situations - be prepared, plan ahead.

After name and/or first tick goes on the board:

- Quietly move student to another part of the room.
- Walk and stand in the problem area.
- Discuss behaviour with the student quietly if appropriate.
- Be active in your supervision - continually sighting all persons in the room.
- Never send a student to sit outside the room - you cannot adequately supervise the student.

BEHAVIOUR MANAGEMENT – THE HEAD OF STUDENT WELFARE'S ROLE

If students are regularly getting their name put on the board (and/or tick) in a class then the teacher can refer the student to their Head of Student Welfare (HSW) who can:

- discuss the matter with the student and develop a strategy for the student
- contact parents/guardians
- establish if this is a problem across all classes
- work collaboratively with teachers and other agencies to develop strategies to support the student/s in the class/ playground
- refer continued challenging behaviour incidents to the Head of Primary/Secondary College
- report to College Executive during meetings
- chair the Pastoral Care Team meetings to discuss support for students

BEHAVIOUR MANAGEMENT – THE HEAD OF PRIMARY/SECONDARY COLLEGE'S ROLE

- Head of Primary/Secondary College report to the Principal in severe circumstances
- support HSW and staff



Physical contact with students

Using physical contact to manage student behaviour at Goldfields Baptist College is not encouraged. De-escalation strategies are always preferable to physical contact to maintain order or restrain students. Restraint should only be used in an emergency.

Sometimes a situation may arise where physical restraint is warranted. Staff may take action, including physical contact with a student or a student's property, as is reasonable to:

- care for a student
- maintain or re-establish order
- prevent or restrain a person from:
 - placing at risk the safety of any person
 - damaging any property.

Staff members need to be aware of duty of care to minimise the risk of harm to others. Physical contact or restraint must not be used to provoke, punish or humiliate a student or inflict pain.

Before any form of physical contact is used with a student, staff must consider the:

- age of the student
- situation in which it is used
- purpose of the physical contact

The misuse of physical contact or restraint increases the risk of complaints that may be regarded as potential misconduct.

Planned intervention

This type of intervention is based on the student's history of behaviour and requires prior consultation with parents/guardians. This intervention must be fully documented in the student's behaviour plan.

Weapons on College grounds

The College is required to have clear procedures for dealing with weapons.

Incidents involving weapons will be dealt with as a serious breach of discipline and students suspended immediately.

Under the Weapons Act 1999 'it is an offence to carry or possess a weapon; purchase, sell or supply a weapon; and/or manufacture a weapon.' Where the weapon is deemed to be prohibited or controlled, the Police might be contacted. The incident must also be recorded on the [NGS Critical Incident Report Form](#) and lodged.

Prohibited weapons are any items that have no other purpose other than as a weapon such as firearms, spray weapons, flick knives or switch blades. Controlled weapons include those used in the practice of a martial art, sport, act or similar discipline such as swords, machete or spear guns.



Behaviour Management at Goldfields Baptist College - Secondary College

Actions – Table One – Natural Consequences

<u>Merit</u>	<u>Behaviour*</u>	<u>Uniform</u>
1st Green Merit Cert/Reward Ticket 2nd Green Merit Cert/Reward Ticket 3rd Green Merit Cert/Reward Ticket (3 X Reward Tickets = Fun Day at end of term)	1st Amber Responsible Choices Class (3 days) 2nd Amber Parent interview - HSW Behaviour Contract (5 days) Responsible Choices Class (5 days) 3rd Amber Parent interview - HSW Behaviour Contract (10 days) Responsible Choices Class (10 days)	1st Amber Responsible Choices Class (3 days) 2nd Amber Parent interview - HSW Uniform Check Contract (5 days) Responsible Choices Class (5 days) 3rd Amber Parent interview - HSW Uniform Check Contract (10 days) Responsible Choices Class (10 days)

Actions – Table Two – Natural Consequences

<u>Merit</u>	<u>Behaviour*</u>	<u>Uniform</u>
1st Green Merit Cert/Reward Ticket 2nd Green Merit Cert/Reward Ticket 3rd Green Merit Cert/Reward Ticket (3 X Reward Tickets = Fun Day at end of term)	4th Amber Parent interview – HSC Responsible Choices Class (10 days) Behaviour Contract (10 days) Internal Suspension 1st Red Parent interview – HSC Behaviour Contract (10 days) Responsible Choices Class (10 days) External Suspension 2nd Red Parent interview - Principal Exclusion	4th Amber Parent interview – HSC Responsible Choices Class (10 days) Uniform Check Contract (10 days) Internal Suspension 1st Red Parent interview – HSC Uniform Check Contract (10 days) Responsible Choices Class (10 days) Internal Suspension 2nd Red Parent interview – Principal Uniform Check Contract (10 days) Responsible Choices Class (10 days) External Suspension

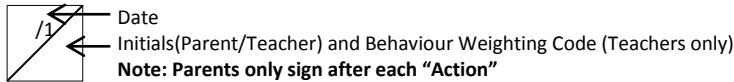
*Behaviour Weighting Codes

3	Disruptive behaviour, Eating out of bounds, Late to class, Littering, Untidy Lockers/Tidy trays, Calling out.
4	Diary not at school, Diary not signed, Out of bounds.
5	Defiance, Swearing, High energy drinks, Leaving class without permission.
6	Disrespect.
7	Diary deliberately lost.
8	Chewing Gum, Discrimination, Aerosols, Electronic Devices.
9	Bullying, Physical violence, Abusive Behaviour, Swearing at someone, Damaging property, Leaving College grounds/truancy, Pornography, Theft, Breach of safety, Misuse of computers, Graffiti, Any other inappropriate behaviour as determined by the College Executive.

*Note: If a student's weighting adds up to 9 or more, it will result in an immediate action

Any other inappropriate behaviour as determined by the College Executive could result in a demerit, an immediate Action and in the case of serious misconduct, Suspension or Exclusion.

Example:



Name: _____

Year: _____

Table One	Date	Date	Date	Action	Parent	Date	Date	Date	Action	Parent	Date	Date	Date	Action	Parent
Merits															
Behaviour Demerits															
Uniform Demerits															
Table Two	Date	Date	Date	Action	Parent	Date	Date	Date	Action	Parent	Date	Date	Date	Action	Parent
Merits															
Behaviour Demerits															
Uniform Demerits															
Additional Merits	Date	Date	Date	Action	Parent	Date	Date	Date	Action	Parent	Date	Date	Date	Action	Parent
Merits															
Merits															



Behaviour Management at Goldfields Baptist College - Primary College

Actions – Table One – Natural Consequences

<u>Merit</u>	<u>Behaviour*</u>	<u>Uniform</u>
<p>6 stars = 1 Merit</p> <p>1st Green Merit Cert/Reward Ticket</p> <p>2nd Green Merit Cert/Reward Ticket</p> <p>3rd Green Merit Cert/Reward Ticket (3 X Reward Tickets = Fun Day at end of term)</p>	<p>1st Amber Responsible Choices Class (3 days)</p> <p>2nd Amber Parent interview - HSW Behaviour Contract (5 days) Responsible Choices Class (5 days)</p> <p>3rd Amber Parent interview - HSW Behaviour Contract (10 days) Responsible Choices Class (10 days)</p>	<p>1st Amber Responsible Choices Class (3 days)</p> <p>2nd Amber Parent interview - HSW Uniform Check Contract (5 days) Responsible Choices Class (5 days)</p> <p>3rd Amber Parent interview - HSW Uniform Check Contract (10 days) Responsible Choices Class (10 days)</p>

Actions – Table Two – Natural Consequences

<u>Merit</u>	<u>Behaviour*</u>	<u>Uniform</u>
<p>6 stars = 1 Merit</p> <p>1st Green Merit Cert/Reward Ticket</p> <p>2nd Green Merit Cert/Reward Ticket</p> <p>3rd Green Merit Cert/Reward Ticket (3 X Reward Tickets = Fun Day at end of term)</p>	<p>4th Amber Parent interview – HPC Responsible Choices Class (10 days) Behaviour Contract (10 days) Internal Suspension</p> <p>1st Red Parent interview – HPC Behaviour Contract (10 days) Responsible Choices Class (10 days) External Suspension</p> <p>2nd Red Parent interview - Principal Exclusion</p>	<p>4th Amber Parent interview – HPC Responsible Choices Class (10 days) Uniform Check Contract (10 days) Internal Suspension</p> <p>1st Red Parent interview – HPC Uniform Check Contract (10 days) Responsible Choices Class (10 days) Internal Suspension</p> <p>2nd Red Parent interview – Principal Uniform Check Contract (10 days) Responsible Choices Class (10 days) External Suspension</p>

*Behaviour Weighting Codes

3	Disruptive behaviour, Eating out of bounds, Late to class, Littering, Untidy Lockers/Tidy trays, Calling out.
4	Diary not at school, Diary not signed, Out of bounds.
5	Defiance, Swearing, High energy drinks, Leaving class without permission.
6	Disrespect.
7	Diary deliberately lost.
8	Chewing Gum, Discrimination, Aerosols, Electronic Devices.
9	Bullying, Physical violence, Abusive Behaviour, Swearing at someone, Damaging property, Leaving College grounds/truancy, Pornography, Theft, Breach of safety, Misuse of computers, Graffiti, Any other inappropriate behaviour as determined by the College Executive.

*Note: If a student's weighting adds up to 9 or more, it will result in an immediate action

Any other inappropriate behaviour as determined by the College Executive could result in a demerit, an immediate Action and in the case of serious misconduct, Suspension or Exclusion.

Example:



Date
Initials (Parent/Teacher) and Behaviour Weighting Code (Teachers only)
Note: Parents only sign after each "Action"

Name: _____
Year: _____

Table One	Date	Date	Date	Action	Parent	Date	Date	Date	Action	Parent	Date	Date	Date	Action	Parent
Merits	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Behaviour Demerits	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Uniform Demerits	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Table Two	Date	Date	Date	Action	Parent	Date	Date	Date	Action	Parent	Date	Date	Date	Action	Parent
Merits	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Behaviour Demerits	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Uniform Demerits	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Additional Merits	Date	Date	Date	Action	Parent	Date	Date	Date	Action	Parent	Date	Date	Date	Action	Parent
Merits	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Merits	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/