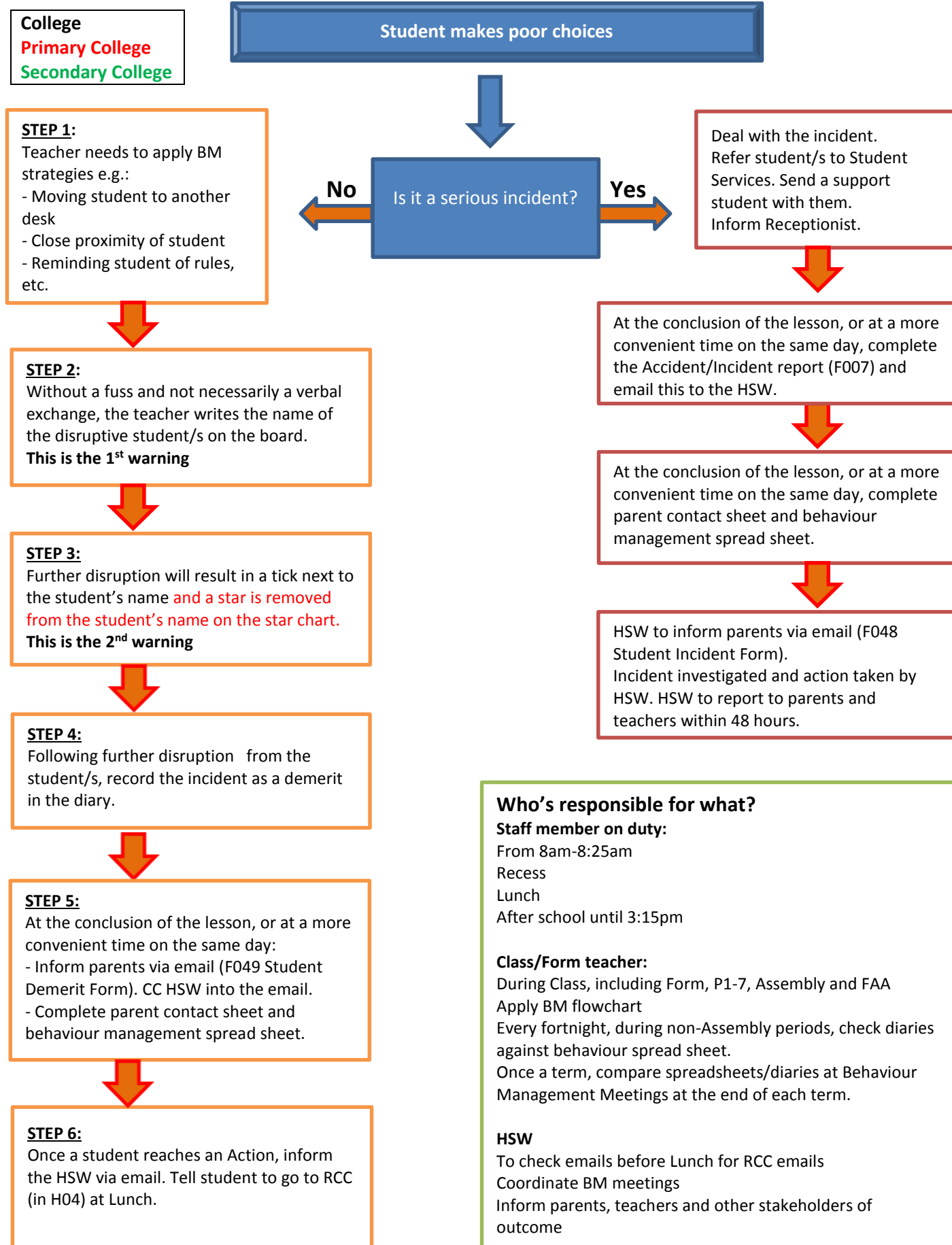




Student Behaviour Management Course of Action





Procedure on Students behaviour management

College Primary College Secondary College

Discipline is a necessary part of our life, yet it is often misunderstood. Unfortunately, discipline is usually associated with punishment.

Effective discipline teaches children about appropriate behaviour. Good discipline teaches students to take responsibility for their own actions. It does not involve physical harm. However, it does require firmness and consistency.

Goldfields Baptist College has a discipline program in place that actually teaches students to take responsibility for their own behaviour. Life is about making choices. We all make the wrong choices, from time to time. When we do, we need to take responsibility for the consequences that go hand-in-hand with these choices.

To support students with the necessary strategies to prevent them from making these wrong choices again, the College has a lunch time program to equip them with alternative ways of dealing with situations. The Responsible Choices Program provides remarkable results in improved discipline throughout the College, with reductions in suspensions, fighting and bullying, and where the teachers have more time to teach with less classroom disruptions. The success of this process has been demonstrated in our behaviour statistics over the last 3 terms.

Here is a process by which students are taught to monitor their own behaviour by taking responsibility for what they do. Rather than telling students what to do where you do the thinking, why not ask them what they are doing in relation to the rules or standards of where they are? That means teaching them how to think on their own and create their own effective plans rather than someone else doing the thinking for them.

Some suggestion for teachers

- Establish clear limits and boundaries for children. Rules need to be clear and specific.
- Stop, think and go against your first impulse when children misbehave. If you feel you are losing your cool with your children, take a walk (if you can) or even count to ten before interacting with them.
- Cue children once when giving instructions or directions. Repeated requests or threats only encourage 'teacher deafness' in children.
- Act when children don't stick to the limits or refuse to co-operate. Rather than nag or entice children into doing the right thing, implement a consequence that is related to their misbehaviour.
- Pinpoint the reason for children's misbehaviour. Much misbehaviour is to get attention.
- Encourage children at every opportunity.

REMEMBER, CONSISTENCY RATHER THAN SEVERITY IS THE KEY TO EFFECTIVE DISCIPLINE.

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 Student Services 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 taken/instructed to report to Student Services in the Administration Building (A block).
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)
- bringing a weapon into the College

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, Repetitive misbehaviour/ disruption

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.

General:

- Support students to make better choices for improved behaviour.
- Record merits and demerits.
- Inform HSW when student reaches an Action.
- Contact families about concerns/ commendations.

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 about concerns/ commendations
- 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 Deputy Principal
- report to College Executive during meetings
- collect information about student welfare including merits and demerits. Identify concerns. Refer to Chaplain if needed.
- organise Responsible Choices Class

BEHAVIOUR MANAGEMENT – THE DEPUTY PRINCIPAL'S ROLE

- the Deputy Principal reports 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.

Please refer to: [F049 Student Demerit Form](#)

Excursions and Incursions

Also refer to: [G005 Excursion Incursion Procedures and Guidelines](#)

Along with the privilege of attending Excursions and Incursions, it is an expectation that students will maintain a good standing at the College. By this, the College expects students to display exemplary behaviour at all times – both inside and outside the classroom. If the College believes that any student will be at risk of their personal wellbeing or safety, the College reserves the right to exempt them from attending excursions and incursions.

Uniform Infringements

Student with three uniform infringements will receive a demerit for defiance.

Merits

Merits are handed to students for positive behaviour and as an incentive to continue to make wise choices. Merits are handed out to students:

Primary College:

Once students have earned 25 stars, it will result in a merit. Students cannot earn more than 3 stars per day.

Secondary College:

Once students have earned 25 Goldie points they can trade it for a merit. Students cannot earn more than 3 Goldie points per day.

Merits for outstanding achievements can still be handed out by teachers.

Three merits will result in an Action. Three Actions will result in an invitation to the College fun day, occurring at the end of each semester. Diaries must be in good condition.

This privilege will be forfeited if a student receives more than three Demerit Actions for inappropriate behaviour.



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