



Atlantis Beach Baptist College

Student Behaviour Management Policy Secondary

Title of Policy/Procedure	Student Behaviour Management Policy - Secondary
Endorsed by	Principal
Reviewed date	October 2017
Next review date	October 2018
To whom issued	College staff, parents, students

Secondary Student Behaviour Management Policy

It is recognised that discipline will be encouraged and maintained through **preventative, supportive and corrective strategies**.

Preventative initiatives in order to prevent a discipline problem from arising are strongly encouraged; e.g. Charter of Goodwill.

Supportive discipline enables the application of techniques that assist children in maintaining their own self-discipline and developing self-esteem; e.g. Positive classroom management techniques.

Corrective discipline involves initiatives, including sanctions, to correct and re-channel behaviour; e.g. Class Discipline Plan and Individual Behaviour Management Contract.

The key to effective school discipline is the quality of relationships between teachers and students as well as parents/guardians. Students, parents/guardians and teachers have the right to a safe, orderly school environment where students can learn and feel safe at all times; and teachers can teach.

In general the following principles will be employed and individualised for each class and teaching style as well as allowing for the developmental phases of the school.

Students are ultimately being encouraged to be self-disciplined and to display responsibility for their own actions in a caring community. Students should realise that if they are disruptive in class they are not only disadvantaging their own education but that of their peers.

College Charter of Goodwill

All students and staff have the right to:

1. Learn or teach, free from disruption.
2. Be treated courteously.
3. Be free from any form of unlawful discrimination.
4. Work in a clean, safe and healthy environment.
5. Have their property respected and cared for.

“Love your neighbour as yourself.” Mark 12:31

Students are encouraged in normal College life to uphold The Charter of Good Will through their actions and decisions in many ways. These include:

- Teachers showing genuine interest in each student in their care.
- Praise and encouragement given, along with a class-specific Rewards Program.
- Physical awards are given through Merit Certificates, Prizes and Trophies.
- Acknowledgment in class, at class assemblies and whole school assemblies.

Every student has the right to the best possible education they can obtain at Atlantis Beach Baptist College. Therefore, the College has a system of behaviour management that is upheld by teachers and students.

The system of behaviour management is in three parts at Atlantis Beach Baptist College, one for inside the classroom, another for outside the classroom and the third is an infringement system.

Secondary Student Behaviour Management

Behavioural expectations

Teachers maintain a positive classroom climate and take a personal interest in each student. Discipline standards are high and each student is to be accountable for their own behaviour. Where necessary, students will be counselled and supported through their journey to develop skills leading to better self-regulation with the expectation that they will demonstrate improvement.

Students who persist with disruptive or inappropriate behaviour will be offered support but in order to preserve the learning of others, they will be often removed from classes and, ultimately, they will have the privilege of their enrolment at the College withdrawn.

The College must protect the rights and well-being of all students and no student should be allowed to jeopardize the learning of others or to disrupt the harmony of the School.

The Secondary School Leadership Team will work with individual teachers and students to ensure that the discipline standards of the School are maintained at a high level. All teachers will consistently use the same discipline model throughout the school.

It is a requirement for enrolment that parents/guardians and students support the ethos, standards of conduct and dress expected by the College, and all College policies through compliance.

The management of student behaviour at Atlantis Beach Baptist College is a staff, student and parent concern. The premise of the behavioural management policy is that staff, students and parents are on the same team in trying to create the best opportunities for students to learn and succeed inside and outside of the classroom. The behaviour management policies at the College aim to create a positive environment within our College and classroom so that teachers and students can work together in harmony. We also aim to prepare the students to become responsible members of the community inside and outside of the College by teaching them to make good choices and that in doing this they will enhance the community and become men and women of character.

Whilst a strong feature of our behavioural management policy is the 'Canter' system (explained later), staff should only use this as part of their behaviour management toolbox. Other strategies for dealing with misbehaviour should also be utilized to compliment this system.

This includes:

Classroom organization:

Teachers should use a seating plan, shifting students when they are disruptive.

Low level warnings:

Teachers should use non-verbal and verbal warnings such as eye-contact, physical proximity.

Positive reinforcement:

Teachers should also look for opportunities to encourage students, identify their strengths and give them more responsibility in the class.

Discuss misbehaviour with the student/class:

Asking students to stay back after class to discuss misbehaviour.

In essence, teachers should not give a student a name on the board or a name and a tick without attempting to change the environment so that the behaviour will not continue. Remember that the aim of every teacher is to have a class where all students are engaged in learning. The Canter system is one way to ensure that this happens, but other strategies are also needed.

The key element in teaching students to become responsible citizens is that they learn to recognize and

respect the rights and responsibilities of themselves and others within the College community. Students' behaviour and appearance must be of the highest standard while at College and during all College events. The same standard of behaviour applies in times of travel to and from the College.

With these rights come responsibilities. Some of these responsibilities include:

For students

- Ensure that their behaviour is not disruptive to the learning of others.
- Ensure that the College environment is kept neat, tidy and secure.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Behave in a way that protects the safety and well-being of others. (This includes emotional well-being).

For staff

- Model respectful, courteous and honest behaviour.
- Ensure that the College environment is kept neat, tidy and secure.
- Establish positive relationships with students.
- Ensure good organisation and planning.
- Report student progress to parents.
- Consistently implement College policy.

For Parents

- Ensure that their child attends College.
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment.
- Support the College by ensuring that they support the College's policies at home.
- Ensure that they do not criticize or 'bad mouth' teachers or administration staff in front of their children at home.

Stimulating Appropriate Student Behaviour

1. Avoid disruption

Research has shown that there are a number of features that are consistently seen within classrooms where little time is lost because of inappropriate behaviour. These features can be summarized as the following: keeping the lesson flowing smoothly, keeping students interested, keeping students accountable for their learning and making students feel monitored.

❖ Keep the lesson flowing

To keep a lesson flowing smoothly there are some things that should be done and some that should be avoided.

Do

- Know exactly what you are going to do and have all the necessary resources ready.
- At the beginning of the lesson and of a topic, inform the students about the aims of the instruction and the activities they are going to do to achieve them.
- Whenever possible, set up an accepted and fully understood pattern for student behaviour so that time is not repeatedly lost in negotiating with students (eg, roll taking, lining up, distribution of materials)
- Allow students time for clarification before setting them to work.
- Always attend to the needs of the majority of the class and have them engaged in learning before dealing with individual students who require special attention.
- In introducing a new task, give clear directions. Specify why the task is being done, how it connects to work already completed or about to be undertaken, what is to be done, and an approximate time limit for the activity eg; *"I will give you 7 minutes to complete this work."*
- Explain clearly your expectations for the working conditions (no talking, talking only to the person

sitting next to you, etc)

- Give time checks and indicate where students should be up to in their work eg “You now have two minutes left. You should be up to the last question”.
- Let students know when an activity is about to be changed so they can prepare to finish what they are doing and mentally get ready for what is about to begin.
- Give all instructions before beginning work so you don’t have to interrupt the students with more instructions once they have started.

Don’t

- Spend more time on any activity than is required (eg handing out equipment, explaining something).
- Interrupt a discussion on one topic to jump to a different one even if you later return to the first topic.
- Allow yourself to be sidetracked into answering irrelevant questions or requests. This is particularly important when a new activity is being initiated.

❖ Keep the students interested

A student’s interest in learning can be stimulated and maintained in a number of ways:

- Vary the volume, speed and tone of your voice.
- Be enthusiastic about what you teach (tell students why it is important, useful, interesting).
- Vary the manner in which you teach.

This includes:

- Programs: Use a variety of assessment procedures and learning tools such as debates, excursions, guest speakers, audio visual material, Research and Study Centre research.
- Lesson structure: lessons should include techniques that cater for a range of learning styles such as teacher explanation, teacher/student discussion, role plays, group work, individual seat work, use of media such as video cameras, films, TV shows, interactive whiteboard displays, posters, PowerPoint’s.
- Move around the room while teaching and allow students to move occasionally (if appropriate).
- Ensure the lesson content is challenging but achievable, and whenever possible relevant to the interests of students.

❖ Keep the students accountable for learning

Students who feel that the teacher is both concerned about how much work they do and prepared to check up on them are less likely to behave inappropriately.

The following are some of the ways in which accountability is manifested in the classroom:

- When questioning a class, don’t accept the first correct answer and move on; take a number of answers before saying whether they are correct.
- Frequently, ask a question and then try and make eye contact with as many students as possible before selecting a respondent.
- If a student gives an inadequate answer, taking into account the ability of the student, wait up to five seconds to encourage him or her to continue the answer.
- Collect and/or correct all homework set.
- Check/collect all class work that was required to be completed.

❖ Making the students feel monitored

This final feature is the ability to have ‘eyes in the back of your head’. Some of the ways teachers communicate this are as follows:

Whenever possible, position yourself in the classroom so that by lifting your eyes you can see all or most of the classroom.

- When talking with one student, do not become oblivious to the rest of the class. Frequently, 'break' eye contact to scan the rest of the students (approximately every five seconds).
- Whenever a student is seen to be off-task, inform him or her that the behaviour has been seen and is not acceptable. This need not be done publicly, that is, across the room. The message may be delivered privately at another time.
- 'Work the room' – Circulate around the room and choose students at random to check their work.
- Try to keep writing on the board to a minimum – Any time your back is to the students there is an opportunity for them to act inappropriately. Instead, use the e-learning environment or a data projector if there are notes to be copied.

2. The Pile of Goodwill

Teacher-student interactions are not restricted to those in which the teacher intends to change some behaviour of the student that is seen as unacceptable. There are other opportunities for contact between teacher and student. It is during such occasions that students develop their basic ideas about a teacher. Most significantly, they reach a decision about the degree of genuine concern that a teacher has for them and for their learning. Without the student trusting that the teacher cares for them and has a genuine concern for them, management techniques are likely to be unsuccessful and students are more likely to become disengaged at College and perform poorly.

To build up a pile of goodwill on which to draw, you need to spend 'positive' time with students. This is time spent teaching them, listening to them and encouraging them. It also means recognising their strengths, helping them, asking for and accepting their help and putting yourself out for them. This extends to showing interest in their lives outside of school, supporting their sporting interests, showing interest in their problems and generally conveying to them that you respect, value and like them, and are genuinely interested in their welfare.

Estimating Goodwill

To determine the size of your goodwill pile, you might ask yourself the following questions:

- Do you know every child's name in your classes?
- When was the last time that I did something nice for or to that child?
- When was the last time that I spoke to that child in a friendly, supportive manner?
- How often have that student and I spent time talking together about something that is important to him/her?
- Who are the student's best friends?
- What does the student think of other teachers and their subjects?
- What subjects is the student struggling in? Can you help?
- What does the student feel he/she is really good at?
- What is the child's home environment like?
- What does the child do on weekends/ holidays?

3. Setting up expectations for appropriate behaviour

Classroom Rights and Responsibilities

A teacher has to encourage students to understand that the main, if not only, reason he or she attempts to alter or stop certain student behaviour is because it interferes with the rights of other students. In the Charter of Goodwill there are five rights to be protected. These are listed on the first page of the Atlantis Beach Baptist College Student Management Policy. These five rights can be summed up in the following two rights:

- **Learn or teach free from disruption**
- **Feel safe (emotionally and physically)**

The Right to Learn or Teach Free from Disruption

Schools are not social clubs. They are in-situations of learning. As a consequence, teachers have a responsibility to ensure that no student is permitted to interfere with the learning of any other. Students also have a responsibility to act in manner that does not interfere with other student's right to learn free from disruption. Examples of these responsibilities include:

- Students should bring all their equipment to class
- Students should listen when other students or the teacher is speaking
- Students should arrive on time
- Students should attempt all work

The Right to Feel Safe (Emotionally and Physically)

An atmosphere must be created within a class and within the College that encourages students to get involved in the learning process and strive to achieve their best without fear of being teased, bullied or intimidated. Consequently students need to be held to account if their actions or words infringes another student's right to feel safe.

Students should also act in way that minimizes the risk of injury or physical harm to themselves and other students. Students who ignore safety precautions or act in an irresponsible manner likely to cause harm to themselves or another student will receive appropriate consequences. Examples of student responsibilities include:

- Students should pass all objects by hand
- Students should speak in a polite and respectful way
- Students should not touch other students

Expectations for Students

Ideally, expectations for student behaviour should be handled in a classroom meeting at the beginning of the year. In this meeting, teachers and students should establish expectations of behaviour, discuss the responsibilities they have as individuals and as a class for learning and discuss the consequences for students who infringe other students' rights.

Ultimately, students should be able to judge a situation and determine if their or a classmate's behaviour is responsible or fair. There are only two criteria: Does it interfere with any student's right to feel safe, or their right to learn?

Responding to Inappropriate Behaviour

Inappropriate behaviour may occur inside or outside the classroom. The following information explains how the College deals with both of these contexts.

Inside Classroom Negative Behaviour System

When a student displays a lack of concern for the rights of other students, negative consequences should follow to convince him or her to act more responsibly. When you need to tell students that their behaviour is interfering with the rights of other students, the following process is recommended:

Stage 1

1. Identify the student
2. Describe the behaviour
3. State the desired behaviour
4. Place the student's name on the board

Telling students to, "Please be quiet" is inadequate. Teachers must explain the underlying right that is being denied.

Examples:

"David, you're talking. When you talk the other students can't hear my instructions. Please raise your hand if you have a question otherwise, be quiet. Your name is now on the board"

"David that was not a very nice thing to say to Chloe. She has a right to feel safe in this class. Please be careful how you speak to people. Your name is now on the board". An apology (public or private) may also be requested in this instance.

Stage 2

If misbehaviour continues:

1. Identify the student
2. Describe the behaviour
3. State the desired behaviour
4. Place a tick next to the student's name and warn them that they are on their last chance and that any further behaviour that denies other students or teacher their rights will result in them being sent out of the classroom.
5. The student should be moved from their seating location to a part of the room where they will not cause further disruption.

Example:

"David, I have asked you to stop talking but you have continued. You are making it difficult for the students in this class to concentrate on their work. You have now got a tick next to your name. If you continue to disrupt the class, you will be sent to Student Services. Please move to the seat at the front of the class for the remainder of the lesson."

Stage 3

If the misbehaviour continues:

1. Identify the student
2. Describe the behaviour
3. Send the student to the Office

Office Procedure

1. The student must tell the Receptionist that they have been sent out from class.
2. A send-out report is completed by the Office Manager indicating the name of the student, the teacher, subject and period they were sent out.
3. This report is emailed to the teacher for them to fill in the details of the send-out and email back to the Office Manager.
4. The student is interviewed by the Principal or Secondary Coordinator if the Principal is absent.
5. A copy of the report is kept on the student's file and another copy is given to the Secondary Coordinator for follow-up purposes.

If a student refuses to leave class, the teacher should remain calm and ask a responsible student to go to the office to get the Secondary Coordinator or Principal. The teacher should then continue with the lesson and ignore any complaints by the student.

❖ Misbehaviours that may warrant a name on the board

Distracting behaviour

- Talking/singing/making noises
- Walking around the room
- Swinging on the chair
- Calling out
- Distracting someone from another class
- Mobile phone going off in class

Time-wasting behaviour

- Writing/reading notes in class
- Completing work from another subject
- Not completing a reasonable amount of work within the given timeframe

❖ Automatic Send-outs

A student may be sent out of class instantly for:

Breach of Safety

- Throwing an object in class
- Knocking a student off a chair
- Not following safety guidelines in practical lessons

Physical Abuse

- Punching another student
- Hitting a teacher

Verbal Abuse

- Swearing at another student
- Swearing at a teacher

Misuse of Computers or Other Equipment

- Changing settings of classroom or Library and Research Centre 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

The Inside Behaviour Management System in Summary	
First Send-Out	Verbal warning by Secondary Coordinator or Principal and Send-Out recorded on SEQTA.
Second Send-Out	A formal letter is emailed to parents indicating that the student has been sent out of class on two occasions. An interview is requested by the Principal or the Secondary Coordinator in the Principal's absence. Recorded on SEQTA.
Third Send-Out	In-school suspension – separate recess / lunch breaks - no contact with students. Parents are notified as soon as possible. A formal letter is emailed to Parents with an interview requested by the Principal. A pastoral care interview is required by the College Chaplain or Secondary Coordinator. Recorded on SEQTA.
Fourth Send-Out	Out-of-school suspension – total suspension from College. Parents are notified as soon as possible and asked to collect their child at their earliest convenience. A formal letter is emailed to Parents with an interview requested by the Principal. Recorded on SEQTA
Fifth Send-Out	Permanent exclusion from the College. A formal letter is sent home to Parents. Recorded on SEQTA.

Outside Classroom Negative Behaviour System

The system for dealing with inappropriate behaviour outside the class operates differently from the inside discipline system. Students can receive an infringement, a minor outside send-out, a major outside send-out or immediate exclusion from the College for behaving in an inappropriate manner outside class.

Outside class means before school, at recess, lunch, on the way to a class room and after school. If you are outside the classroom but engaged in class activities, even if they are off-site (eg Phys. Ed classes) the inside send-out system applies. The Outside send-out system only applies to behaviour outside of normal classes.

Please note that as soon as a student puts on our uniform, they are representing our College. Therefore, students can expect to be disciplined if they behave in an inappropriate whilst they are wearing our uniform.

Common Misbehaviours Outside Class

<p>1. Educational</p> <p>Examples:</p> <ul style="list-style-type: none"> • Homework/Assignment not completed • Late to class • Homework diary not signed • No sport uniform • Coming to class unprepared 	<p>2. Image of the College</p> <p>Examples:</p> <ul style="list-style-type: none"> • Make-up • Jewellery • Hair • Wearing the uniform incorrectly • Not wearing a blazer when required • Behaviour outside of College
<p>3. General Behaviour</p> <p><i>Rude/disobedient/dangerous/inappropriate</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Swearing • Chewing gum • Disregarding the instruction of a teacher • No hat when outside • Out of bounds • Touching inappropriately/kissing 	<p>4. Anti-Social Behaviour</p> <p>Examples:</p> <ul style="list-style-type: none"> • Bullying • Graffiti • Vandalism • Fighting • Truancy • Bringing alcohol to school • Smoking • Threatening/intimidating a teacher outside of College

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Consequences for Inappropriate Behaviour Outside Class

- ❖ **Infringements**
Generally given for lighter offences.
- ❖ **Moderate Outside Send-outs**
Generally given for moderate offences.
- ❖ **Major Outside Send-outs**
Generally given for severe offences.
- ❖ **Immediate Exclusion**
Given for serious offences.

NB: A student could be excluded from the College on the first serious offence in relation to physical abuse (bringing a weapon to school), substance abuse (alcohol/drugs) and sexual abuse.

For Example:

Offence	Category	Consequence
Littering	Light	Infringement
No hat after a warning	Light	Infringement
Out of bounds after warning	Light	Infringement
Bullying – name calling, intimidation (first offence)	Moderate	Infringement or moderate outside Send Out
Rough, dangerous play	Moderate	Infringement or moderate outside Send Out
Disobeying a teacher’s instructions	Moderate	Infringement or moderate outside Send Out
Vandalism	Severe	Major outside Send Out
Physical Fighting	Severe	Major outside Send Out
Leaving the College grounds	Severe	Major outside Send Out
Smoking	Severe	Major outside Send Out
Drugs	Severe	Immediate exclusion
Assaulting a teacher	Severe	Immediate exclusion

❖ **Infringements**

- Infringements are given for minor outside offences in categories 1-3 (from previous page).
- Parents will be sent a letter notifying them of every fifth infringement.
- Students are permitted to record a total of 24 Infringements **during one year**.
- At the 25th Infringement in one year, the students will be withdrawn from the College.
- Once a student has received 5 Infringements the Secondary Coordinator will contact the parents by a formal letter.
- Once a student has received 10 Infringements an interview with the parent/student will be organized with the Secondary Coordinator and a formal letter sent home.

- Once a student has received 15 Infringements the Secondary Coordinator will contact the parents by phone and organise an interview. The student also receives an in school suspension and will sit this at Student Services. A formal letter will also be sent.
- Once a student has received 20 infringements the Principal will contact the parents and have an interview with them. The student will also complete an out of school suspension. A formal letter will be sent home.
- Once the student has received 25 infringements the Principal will contact the parents to let them know that their child has been withdrawn. A formal letter will be sent home.

Every letter sent home in this process will be recorded on SEQTA.

❖ Outside Send Outs

Moderate

Students will be sent to Student Services for recording of names. Infringements can be issued.

Major

Each time a student receives a major outside send-out, they are suspended from school for one day. If a student receives three major outside send-outs in one year they are permanently excluded from the College.

If a student is suspended three times in one year for any reason, they are permanently excluded from the College.

In Summary

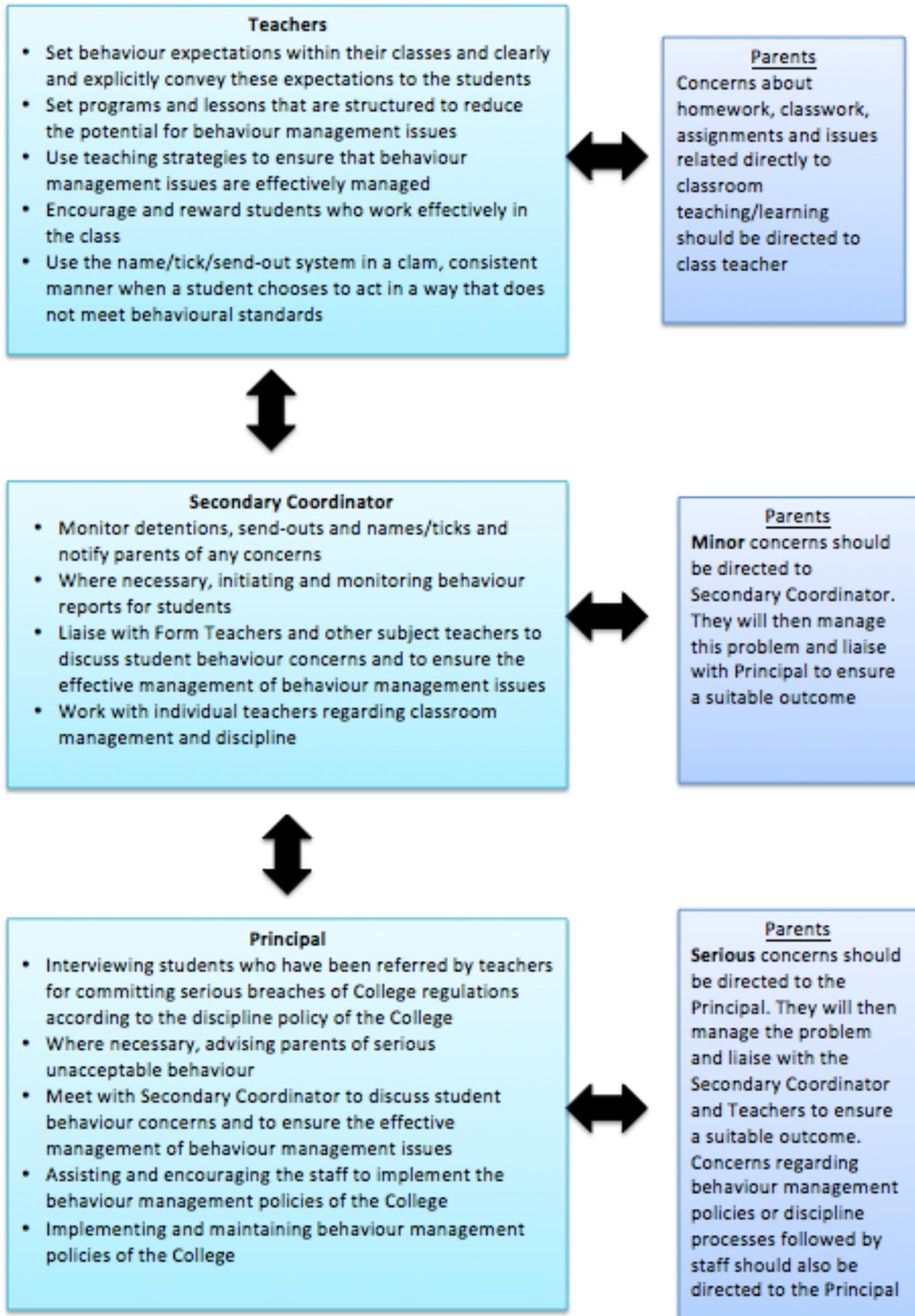
General principles

1. Act against the misbehaviour but show (and state) liking for the student.
2. Remain calm.
3. When appropriate behaviour occurs provide recognition.
4. Modify the child's curriculum if this appears to be the reason for the problem (confusion, boredom)
5. Act as a good role model
6. Be a coach rather than a policeman
7. Build up a pile of goodwill
8. Involve parents, Coordinators, Form Teachers and other teachers in dealing with difficult students
9. Pray for your students regularly, especially those who you have difficulty with

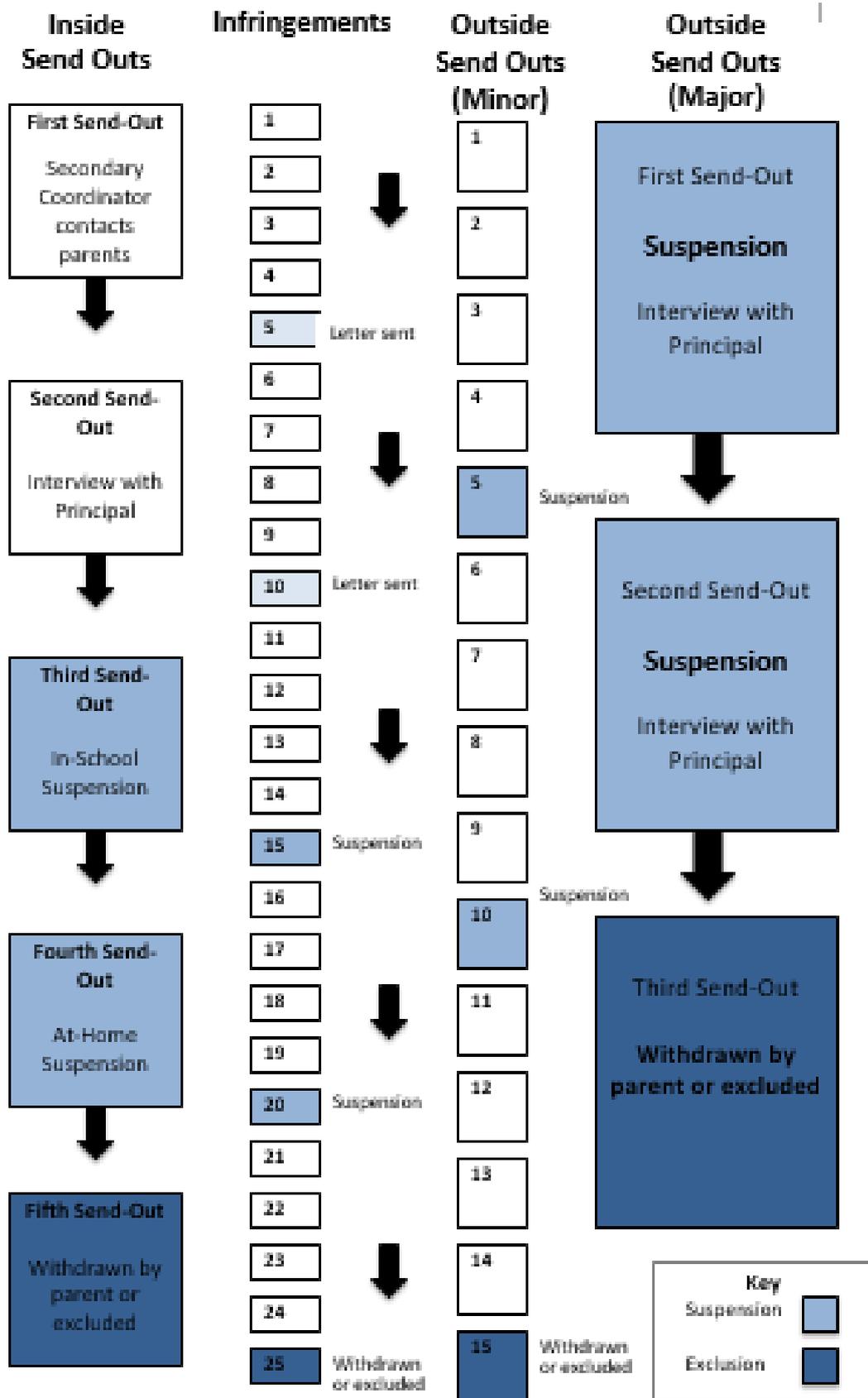
At Atlantis Beach Baptist College teacher should never:

1. Yell
2. Get personal
3. Use sarcasm
4. Come to class unprepared or disorganized
5. Come to class late
6. Let past experiences with students influence our current or future impression of them
7. Use the 'Name/Tick/ Out' system as our only behaviour management tool

The Student Management Process



The Student Management System Flowchart



Harassment

Unlawful discrimination or harassment – complaints by parents/guardians or students.

The College is committed to implementing principles, policies and procedures which are best practice in the areas of equal opportunity and to the elimination of any form of unlawful discrimination or harassment. With respect to parents/guardians and students; the College will not tolerate unlawful discrimination or harassment on the basis of race (colour, ethnicity, national origin, nationality or descent), sex, pregnancy, marital status, age, sexual orientation, family responsibility, family status, political conviction, religious belief or disability.

In the event that a complaint is received by the College the following procedure will apply:

Step 1

The student or parent/guardian should immediately report the matter to a senior member of College staff. The student may request that a student or staff member they trust attend this meeting and parents/guardians are also welcome to attend.

Step 2

The staff member will brief the Principal about the incident as soon as possible and the Principal will instigate an investigation, applying the principles of natural justice and procedural fairness. The parents/guardians and students will be asked to prepare a written report and/or meet with the Principal.

Step 3

Following an investigation, if the allegation is found to have substance, the Principal will take appropriate action. The outcome of the enquiry and action taken will be communicated to the parents/guardians and the student.

Step 4

If the student and/or parents/guardians are dissatisfied with the outcome, they may write to the College Board of Directors.

Step 5

Issues unresolved at the Board of Directors level can be referred to an outside consultant contracted by the College.

Student Grievance Procedure

Pastoral Care refers to the general welfare and discipline of the student. Curriculum matters refer to issues related to individual Learning Areas (subjects/courses), or to any aspect of the student's academic program. The student may request that a student or staff member they trust attend any meetings, and parents/guardians/guardians are welcome to attend if practicable. The resolution of a grievance should begin at the lowest possible level in the grievance process.

[See Complaints and Grievance Policy](#)

Level 1 Complaints process

Stage 1

Parents/guardians and students should meet with the staff member directly involved in the complaint before taking any further action.

Stage 2

If after approaching the staff member involved, the concern is not resolved, an appointment should be made with the staff member's Line Manager or the matter can be put in writing to the Line Manager. The concern can be taken to the relevant Secondary Coordinator in the case of pastoral care matters, or the relevant Secondary Coordinator for curriculum concerns.

Stage 3

If the matter is not resolved by meeting with the Line Manager, the student or Parent/Legal guardian may request a meeting with the Principal.

Level 2 Formal investigation

Parents/guardians and students who have followed the three stages in the Level 1 Complaints Process, but who are not satisfied with the outcome, can request a formal investigation into their concerns. An appointment should be made with the Principal or the parent/guardian or student can prepare a written submission. The Principal will acknowledge all written complaints in writing, setting out a timeline and procedure for investigating the complaint.

Level 3 Formal complaint

If parents/guardians or students remain dissatisfied after bringing concerns to the Principal, the matter may be referred in writing to the College Board of Directors. Further details, including a flow chart for the Complaints and Grievance procedure can be located on the College website.