Purpose

All students at Austin Cove Baptist College have the right to a quality education and to feel safe within the College community and on College activities. A safe and caring College environment exists with the expectation that all members of the College community will maintain that environment. The College promotes the quality of behaviour and relationships that foster this positive atmosphere and ensure that every member of the College community takes responsibility for the continued support of the College values, behaviour and positive culture.

Charter of Good Will

The Charter of Good Will is the central focus of behaviour management and self discipline for each student of the College.

Every student and teacher has a right to:

- Learn or teach free from disruption.
- Be treated courteously and respectfully.
- Be free from abuse in any form and free from discrimination or intimidation including verbal or physical abuse.
- Work in a clean, safe and healthy environment, always wearing the College uniform to a high standard.
- Have their property and equipment respected and cared for.

There are many ways in which students are encouraged in normal College life to be well disciplined. These include:

- Teachers showing genuine interest in each student in their care.
- Praise and encouragement given by all members of the College staff on a regular basis.
- Recognition and awards are given through Merit Certificates, Prizes and Trophies.
- Acknowledgment to peers in class, at Year and Whole School Formal Assemblies.
- CPR stamps and certificates given on a regular basis by all staff.
The motivation is that students are being trained to be successful and as a result develop a positive self image. Every student has the right to the best possible education they can obtain at Austin Cove Baptist College. However, if a student is disruptive in a class they need to realise that they are not only disadvantaging themselves but they are disadvantaging everyone else in the class.

**Behaviour Management System**

Breaches of acceptable behaviour at the College will incur a disciplinary action.

The Behaviour Management System has three distinct components:

- Infringements
- Inside Send Outs
- Outside Send Outs

**Behaviour Categories**

**EDUCATIONAL**
- Home Learning tasks not completed
- Assignment not completed
- Late to class
- No sports uniform / missing sport uniform items
- Arriving for class unprepared.

**IMAGE OF THE COLLEGE**
- Make-up
- Jewellery
- Hair
- Wearing uniform incorrectly
- Missing/incorrect uniform items
- Not wearing blazer
- Behaviour outside the College in College Uniform
- Behaviour outside the College on supervised College activities

**INAPPROPRIATE BEHAVIOUR**
- Swearing
- Chewing gum
- Disregarding the instruction of a teacher
- No hat
- Out of bounds
- Kissing/inappropriate physical contact
- Not using correct storage procedure for electronic devices and mobile phone
- Rough play on oval or in playground
- Calling other students, staff or visitors inappropriate names
- Use of motor vehicles/mopeds with disregard to public/other students and staff while in uniform

**ANTI-SOCIAL BEHAVIOUR**
- Bullying
- Cyber-bullying
- Not handing in a mobile phone
- Graffiti
- Vandalism and wilful destruction or misuse of College or bus fixtures/equipment
- Fighting
- Truancy
- Leaving school grounds or supervised activities without permission
- Bringing alcohol to school
- Attending school or College functions having consumed liquor
- Bringing drugs to school
- Drug use
- Bringing weapons to school
- Threatening others with violence or weapon
- Sexual harassment
- Threatening/intimidating a teacher
- Theft
Penalties for inappropriate behaviour outside class:

<table>
<thead>
<tr>
<th>Infringements</th>
<th>Generally given for lighter offences from categories 1-3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Outside Send-Outs</td>
<td>Generally given for moderate offences from categories 1-3</td>
</tr>
<tr>
<td>Major Outside Send-Outs</td>
<td>Generally given for severe offences from categories 1-4</td>
</tr>
<tr>
<td>Cigarettes*</td>
<td>First time suspension; second time exclusion</td>
</tr>
<tr>
<td>Alcohol*</td>
<td>First time suspension; second time exclusion</td>
</tr>
<tr>
<td>Truancy*</td>
<td>First time suspension; second time exclusion</td>
</tr>
<tr>
<td>Vandalism*</td>
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<tr>
<td>Stealing*</td>
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<tr>
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</tr>
<tr>
<td>Sexual harassment*</td>
<td>First time suspension; second time exclusion</td>
</tr>
<tr>
<td>Immediate Exclusion</td>
<td>Given for serious offences in category 4 only</td>
</tr>
<tr>
<td>Drug Offence of any kind</td>
<td>Immediate exclusion</td>
</tr>
<tr>
<td>Threatening others with a weapon</td>
<td>Immediate exclusion</td>
</tr>
</tbody>
</table>

*Immediate exclusion may apply if these offences are deemed serious or threaten the safety of others. These suspensions/exclusions are applied over the period of the Student's life at the College.

1. Infringements

Infringements are generally given for lighter offences from categories 1 – 3. Repeated offences of the same nature, however, may incur further disciplinary action if necessary.

A letter is sent home to parents when a student receives their fifth infringement. This letter will outline the general reasons for the infringements.

Further letters are sent home on the tenth and fifteenth infringements. Deputy Student Services interviews students at tenth infringement.

When a student receives their fifteenth infringement, they are required to sit an in-school suspension for one day. For every infringement after the fifteenth infringement, a letter is sent home to parents to keep them informed.

If a student receives twenty infringements, they will be given an at-home suspension for one day.

At twenty-five infringements, the student will be withdrawn or excluded from the College.
2. **Inside Send Outs**

Learning is best in a focussed classroom. Teachers endeavour to achieve the focus of students and prepare them for work from the moment that they meet students outside the classroom. Students are expected to line up quietly outside the room before entering. Students will then stand behind their chairs in their appropriate seating arrangement and greet the teacher. Before taking their seats, the teacher will greet the student and give any relevant instructions regarding the lesson before students take their seats. In this way, students are quiet and attentive from the very start of the lesson. This minimises distraction and stops any wasting of time as it allows learning to begin immediately.

Distracting/disruptive, time-wasting and disrespectful behaviour in the classroom is to the detriment of the teacher and the students. Any seen or perceived disruptive behaviour in the classroom is dealt with by the teacher.

Without a fuss, the teacher writes the name of the disruptive student onto the whiteboard. This is the student’s first warning. Further disruption or argument by the same student will result in a cross placed next to their name. This is the second warning. Following further disruption or argument from the same student, there is no need to cross their name again; the teacher sends them to Student Services to see the Deputy Principal (Student Services) or the Principal.

**Examples of behaviour that may warrant a name on the board, a cross/final send out:**

i. **Distracting Behaviour**
   - Talking/singing/whistling/making noises.
   - Walking around the room without permission.
   - Swinging on the chair.
   - Calling out distracting someone from another class.
   - Throwing paper.
   - Deliberately distracting or annoying another student.

ii. **Time-wasting behaviour**
   - Writing/reading and passing notes in class.
   - Completing work from another subject.
   - Not completing a reasonable amount of work within the given timeframe.
   - Deliberate involvement in time-wasting distracting actions or conversation.
   - Not lining up correctly outside the classroom.

iii. **Disrespectful behaviour**
   - Deliberate ‘put-downs’ aimed at another student or a teacher.
   - Speaking rudely to a teacher.
• Making inappropriate comments or gestures.
• Disregarding the instructions of a teacher.

**Automatic Inside Send Outs**

There are some offences within a classroom setting that do not allow time for the name, cross, send out procedure. These offences include the blatant disregard of rules, breaches of safety within a class setting and physical/verbal abuse.

**Examples of behaviour that may warrant an Automatic (Instant) Send Out:**

i. **Blatant disregard of rules**
   • Deliberate and objectionable defiance of a reasonable teacher request.
   • Leaving the class without permission or in defiance of a teacher instruction.
   • Not handing in electronic devices or mobile phone during morning Form or on late arrival to school.
   • Use of a mobile phone or electronic device during College hours or on supervised College activity.
   • Deliberate defacing or destruction of class equipment.
   • Entry onto objectionable/inappropriate Internet sites. Refer to *Cybersafety Policy*
   • Use of College computers for cyber-bullying or highly inappropriate conversation with other students.
   • Downloading or uploading of inappropriate materials on College network.

ii. **Breach of safety**
   • Throwing an object in class that could result in injury or harm.
   • Knocking a student off a chair or pulling the chair out from under another student.
   • Not following the safety guidelines in practical lessons e.g. Physical Education, Sport, Materials, Food Technology.
   • Not following normal safety guidelines when classes are held in practical rooms e.g. turning ovens on in the Food Room, interference with safety switches, taps etc in Science Lab.
   • Not wearing seat belt on any bus used for supervised College activities.
   • Removing seat belt on any bus used for supervised College activities while the bus is in motion.
   • Changing seats on any bus used for supervised College activities while it is in motion.

iii. **Physical/Verbal abuse**
   • Punching or fighting with another student during class time.
• Swearing.
• Deliberate aggressive verbal insults.
• Sexual harassment.

**Primary School:**

**First Inside Send Out**

Verbal warning by Deputy Principal (Student Services) to the student, phone call home by the Deputy Principal and a formal letter written home to inform parents of the Send Out.

**Second and Third Inside Send Out**

Deputy Principal (Student Services) interviews the student, parents are contacted by phone and a formal letter is sent home to parents indicating that the student has been sent out of class on two occasions.

**Fourth and Fifth Inside Send Out**

Deputy Principal (Student Services) interviews the student and parents are contacted by phone. The student is placed on **in-school suspension** (student has no contact with other students). A formal letter is sent home to parents indicating that the student has been sent out of class on three occasions.

**Sixth and Seventh Inside Send Out**

Deputy Principal (Student Services) interviews the student and parents are contacted by phone and asked to pick up the student from the College as soon as possible. The student is placed on **Out of School suspension**. A formal letter is sent home to parents indicating that the student has been sent out of class on a fourth occasion.

**Eighth Inside Send Out**

**Permanent exclusion from the College.**

**Secondary School:**

**First Inside Send Out**

Verbal warning by Deputy Principal (Student Services) to the student, phone call home by the Deputy Principal and a formal letter written home to inform parents of the Send Out.

**Second Inside Send Out**

Deputy Principal (Student Services) interviews the student, parents are contacted by phone and a formal letter is sent home to parents indicating that the student has been sent out of class on two occasions.

**Third Inside Send Out**

Deputy Principal (Student Services) interviews the student and parents are contacted by phone. The student is placed on **in-school suspension** (student has no contact with other students). A formal
letter is sent home to parents indicating that the student has been sent out of class on three occasions.

**Fourth Inside Send Out**

Deputy Principal (Student Services) interviews the student and parents are contacted by phone and asked to pick up the student from the College as soon as possible. The student is placed on **Out of School suspension**. A formal letter is sent home to parents indicating that the student has been sent out of class on a fourth occasion.

**Fifth Inside Send Out**

**Permanent exclusion from the College.**

**Please note** that as soon as a student puts on the College uniform, they are representing the College and therefore students can expect to be disciplined if they behave in an inappropriate manner. This means that students will be given an infringement if they are wearing their uniform incorrectly at the shopping centre, on the bus or on the way to and from school.

3. **Outside Send Outs**

The system for dealing with inappropriate behaviour outside the class operates differently from the inside disciplinary system. Students can receive an infringement, a minor Outside Send Out, a major Outside Send Out or immediate exclusion from the College for inappropriate behaviour outside class.

i. **Minor Outside Send Out:*** Students will be given four chances to correct their behaviour. On the fifth Minor Outside Send Out it converts to a Major Outside Send Out.

ii. **Major Outside Send Out:*** Each time a student receives a Major Outside Send Out, parents are contacted. The student receives an in-school suspension for the first offence and a home suspension for the second offence.

**The student will be permanently excluded from the College on the third Major Outside Send Out in the Secondary school and the fifth Outside Send Out in the Primary school.**

**Outside of Class**

Outside class means on the way to school, before school, at recess, at lunch, on the way to a class and after school. If a student is outside the classroom but engaged in class activities such as Physical Education, even if the activity is off-site, the Inside Send Out system applies. The Outside Send Out system applies only to behaviour outside normal classes or supervised College activities such as camps and excursions.

**Please note:** a student’s record regarding infringements, Inside Send Outs and Outside Send Outs is cleared at the end of each school year.

**Managing Student Behaviour**

1. **The Teacher’s Role**

   i. **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 cross 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 corners of the room.
- Never send a student to sit outside the room - you cannot adequately supervise the student.

Teachers are required to keep their daily Tracking Sheet up to date so that the Deputy Principal Student Services / Head of Year can take the following action:

- discuss the matter with the student and develop a strategy for the student
- contact parents

On a Friday afternoon all Tracking Sheets are carefully compiled and recorded. Parents of students who have too many names and/or crosses will be contacted by the Deputy Principal Student Services. This ensures that the parents are aware of student behaviour and a plan can be put into place that includes both parents and the College.
## 2. The Student’s Role

### Schoolwide Behaviour Expectations

<table>
<thead>
<tr>
<th>Value</th>
<th>All Settings</th>
<th>Classroom</th>
<th>Outside Areas</th>
<th>Formal Occasions</th>
<th>Representing the College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courage</strong></td>
<td><em>Doing the correct thing even when it is difficult</em></td>
<td><em>Adhere to the assignment policy timelines</em></td>
<td><em>Move directly to classes on the siren</em></td>
<td><em>Ensure you are aware of all changes to routine details</em></td>
<td><em>Be punctual for all training, rehearsals and events</em></td>
</tr>
<tr>
<td><em>Accept consequences for your own actions</em></td>
<td><em>Make valuable contributions to the class whenever possible</em></td>
<td><em>Follow staff instructions</em></td>
<td><em>Report anything dangerous</em></td>
<td><em>Ensure you are aware of transport/pickup arrangements</em></td>
<td><em>Ensure you are aware of the venue and how to get there</em></td>
</tr>
<tr>
<td><em>Follow staff instructions</em></td>
<td><em>Obey bus rules</em></td>
<td><em>Participate to the best of your ability</em></td>
<td><em>Play safely</em></td>
<td><em>Exhibit exemplary behaviour to make your school community proud</em></td>
<td><em>Comply will all school and external requirements</em></td>
</tr>
<tr>
<td><em>Participate to the best of your ability</em></td>
<td><em>Stay safe</em></td>
<td><em>Follow correct classroom procedures without argument</em></td>
<td><em>Obey bus rules</em></td>
<td><em>Follow all protocol related to the occasion</em></td>
<td></td>
</tr>
<tr>
<td><em>Stay safe</em></td>
<td><em>Adhere to the assignment policy timelines</em></td>
<td><em>Leave room tidy</em></td>
<td><em>Support fellow students in need</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistence</td>
<td><em>Always continuing to do the best even when it may be challenging</em></td>
<td><em>Only bring to the classroom equipment and material related to the learning within that subject</em></td>
<td><em>Leave lunch area clean</em></td>
<td><em>Be punctual</em></td>
<td><em>Be prepared with appropriate clothing, equipment and other related material</em></td>
</tr>
<tr>
<td><em>Come prepared for lessons with appropriate materials</em></td>
<td><em>Follow correct classroom procedures without argument</em></td>
<td><em>Include others in groups</em></td>
<td><em>Support fellow students in need</em></td>
<td><em>Show respect to all staff, visitors and community members</em></td>
<td></td>
</tr>
<tr>
<td><em>Be punctual to all commitments</em></td>
<td><em>Leave room tidy</em></td>
<td><em>No bullying</em></td>
<td><em>Follow correct classroom procedures without argument</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td><em>Caring for others</em></td>
<td><em>Be an active listener</em></td>
<td><em>Use pathways</em></td>
<td><em>Use manners suitable for formal occasions</em></td>
<td><em>Always show members of the public a level of manners and courtesy acceptable to the school.</em></td>
</tr>
<tr>
<td><em>Use appropriate, kind and polite language</em></td>
<td><em>Allow others to learn</em></td>
<td><em>Walk on designated pathways</em></td>
<td><em>Dress in full school uniform and wear it with pride</em></td>
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</tr>
<tr>
<td><em>Listen to and forgive others</em></td>
<td><em>Actively engage in all learning activities</em></td>
<td><em>Keep school property clean and tidy</em></td>
<td><em>Follow staff or visitor instructions carefully</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Keep hands and feet to yourself</em></td>
<td><em>Use technology/electronic devices as directed by teacher</em></td>
<td><em>Wait patiently in line when waiting to be served at student counters or in bus lines</em></td>
<td><em>Keep comments and noise appropriate for formal occasions</em></td>
<td></td>
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</tr>
<tr>
<td><em>Observe personal space</em></td>
<td><em>Handle all classroom equipment and resources with care</em></td>
<td><em>Speak courteously to all staff and visitors</em></td>
<td><em>Actively listen to all speakers and performances</em></td>
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<td><em>Show consideration</em></td>
<td><em>Use pathways</em></td>
<td><em>Use technology/electronic devices as directed by teacher</em></td>
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<td><em>Display good manners</em></td>
<td><em>Walk on designated pathways</em></td>
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*Ensure you are aware of all changes to routine details* | *Ensure you are aware of transport/pickup arrangements* | *Exhibit exemplary behaviour to make your school community proud* | *Follow all protocol related to the occasion* | *Be punctual for all training, rehearsals and events* | *Ensure you are aware of the venue and how to get there* | *Comply will all school and external requirements* | *Be prepared with appropriate clothing, equipment and other related material* | *Return anything borrowed by due date and in good condition* | *Always show members of the public a level of manners and courtesy acceptable to the school.* | *Show team spirit when and where appropriate* | *Be a gracious winner or loser* | *Follow staff or instructors’ directions carefully* | *Wear uniform or appropriate attire as per school standards* | *Perform or play to the best of your ability* |
**TEACHERS**
- Set behaviour standards within classes. Clearly explain these expectations to students.
- Create programs and lessons that are structured to reduce potential for behaviour management issues.
- Use teaching strategies to ensure that behaviour management issues are effectively managed.
- Encourage and reward students who work effectively in the class.
- Use name/cross/send-out system in a calm, consistent manner when a student chooses to act in a way that does not meet behavioural expectations.

**HEAD OF YEAR**
- Monitor infringements and send-outs for each year group. Notify parents of concerns
- If necessary initiate and monitor behaviour reports for students in a year group
- Liaise with Deputy Student Services to discuss student behaviour concerns and ensure the effective organization of behaviour management issues
- Work with individual teachers regarding classroom management and discipline

**DEPUTY STUDENT SERVICES**
- Monitor tracking sheets (name/cross/send-out) for each year group. Notify parents of concerns
- Interviewing students who have been referred by teachers for serious breaches of College standards according to the Behaviour Management policy
- Where necessary and after consultation with the Principal, advising parents of serious unacceptable behaviour
- Meet with Heads of Year to discuss student behaviour concerns and to ensure the effective organization of behaviour management issues
- Assisting and encouraging staff to implement the behaviour management policies of the College

**PARENTS**
- Concerns about homework, classwork, assessments and teaching/learning should be directed to the class teacher first.
- Minor concerns should be directed to the Head of Year. The Head of Year will always liaise with the Deputy Student Services to ensure a suitable outcome.
- Behavioural assistance and support will be given by Head of Year or Form teacher.
- Serious concerns should be directed to the Deputy Student Services. The Deputy will liaise with the Principal and the Head of Year to ensure a suitable outcome. Deputy may request behavioural assistance for the student from Head of Year, Form teacher or Chaplain. This will be communicated to the Parents.

**DEPUTY STUDENT SERVICES**
- Will monitor behaviour over time to ensure that correct strategies are in place
- Will offer feedback to parents
- Serious concerns should be directed to the Deputy Student Services. The Deputy will liaise with the Principal and the Head of Year to ensure a suitable outcome.

**DEPUTY CURRICULUM**
- Assistance with student homework planning
- Extensions for assessments
- Assistance and support for students and teachers regarding behaviour management
- Refer students to additional counselling if needed for behaviour e.g. Chaplain, Head of Year

**PRINCIPAL**
- Implementing and maintaining behaviour management policies of the College
- Liaise with the Deputy Student Services to discuss serious student behaviour concerns including suspensions and exclusions.
- To ensure the effective management of behavioural issues.

**PARENTS**
- Serious concerns should be directed to the Deputy Student Services. The Deputy will liaise with the Principal and the Head of Year to ensure a suitable outcome. Deputy may request behavioural assistance for the student from Head of Year, Form teacher or Chaplain. This will be communicated to the Parents.
Related Policies:

College Ethos
Cybersafety
Positive Behaviour Focus
Transport
Mobile Phone