



Student Wellbeing Code of Conduct

Introduction

Effective classroom management and the attitude it fosters does not arise from a certain technique or right combination of students. It happens within a climate that teachers intentionally and skilfully create. The ACC Code of Conduct reflects our college focus on improving both the skills of our teachers through a focus on feedback. In this case 'feedback' relates to the behaviour of students, teachers and parents.

This is a dynamic document and which will be reviewed regularly. In this latest review, significant amounts of time and energy have been undertaken to ensure a logical and clear process whether a child is in kindergarten or in Year 12. I would like to thank all of those involved – those who contributed to the core of this document many years ago to the behaviour management committees over the past few years. It is a key document within any school and a credit to all involved to cater for so many different ages.

This current review also now effectively aligns our student management system 'PC School's Spider' to our current Behaviour Notes. It will also ensure greater consistency of practice across the college from Kindergarten to Year 12 and provide much needed data for future decision making into the future.

Blessings

Andrew Jones

(Principal)

Contents

Principal's Message	1
Student Wellbeing Code of Conduct Rationale	3
Behaviour Incidents and Consequences – Levels	4
Student Wellbeing Code of Conduct Plan	5
Student Wellbeing Code of Conduct Workflow	6
Behaviour Incidents and Consequences Tables	7
Minor (Teacher Intervention)	7
Intermediate (Teacher Intervention with support from Admin if necessary)	11
Major (Admin referral & Intervention)	16
Student Wellbeing Code of Conduct Policy	20
Preamble	20
A College Community Approach	21
Biblical Worldview Undergirding the Student Wellbeing Code of Conduct	24
Guiding Principles	25
Important Aspects to Consider when responding to Behaviour Incidents	27
Suspension and Exclusion Guidelines	28
Appendices	32
Appendix A - Behaviour Monitoring Flow Chart	33
Appendix B - Behaviour Reflection Sheet (Prep – Year 2).....	34
Appendix C - Behaviour Reflection Sheet (Years 3 - 5)	35
Appendix D - Behaviour Reflection Sheet (Years 6 - 12).....	36
Appendix E - Behaviour Monitoring Sheet (Inside / Outside Classroom)	38
Appendix F - Behaviour Card – (Classroom).....	40
Appendix G - Behaviour Card – (Break Time).....	41
Appendix H – Admin Referral – (Major Incidents)	42
Appendix I – Individual Wellbeing Management Plan	43
Email Templates	44
Late to school	45
Uniform Breach	48
Homework Incomplete	51
Technology Misuse.....	54

Student Wellbeing Code of Conduct

Rationale

Annandale Christian College acknowledges that all of us have made, and can make, poor decisions (**Romans 3:23** – For all have sinned and fallen short of the glory of God). Our College goal, however, is to recognise that when we encourage one another, and in His strength, endeavour to enact godly principles with our conduct and our speech, that we can collectively as a community, seek to bring glory to His name (**Philippians 4:13**). Annandale Christian College's **Student Wellbeing Code of Conduct** is designed to be clear, consistent and effective for students, staff and parents. It should enable all staff to feel supported in their various roles, in relation to appropriate and acceptable student behaviour, but importantly, also assist teachers to act in a professional capacity in regards to the **Australian Professional Standards for Teachers**.

The seven standards are interconnected, interdependent and overlapping, outlining what teachers should know and be able to do in relation to the full domains of teaching and learning. **Positive and productive student behaviour management concepts** are intertwined amongst all seven of the Australian Professional Standards for teachers, and complemented effectively within the College's **Key Principles of Teaching and Learning** document (Pedagogical Framework); in particular, the **Positive Relationships** chapter.

The **Australian Professional Standards for Teachers**, and Annandale Christian College's **Key Principles of Teaching and Learning** document refer to the four professional career stages for teachers – **graduate, proficient, highly accomplished, and lead**. Our individual and collective College approach to student behaviour management, should enable staff to progress from the graduate stage, and show continued progress, regardless of how many years they have taught.

Seniority in teaching years should not be assumed as corresponding necessarily with any one specific Professional Standard, and in this case, any standard as it relates to classroom management practices. Each one of the Professional Standards will see teachers placed at a different career stage. Whilst all teachers at Annandale Christian College offer a rich depth of experience in relation to nurturing positive student wellbeing, the more capable teachers in this regard, modelling effective behaviour management practices, in accordance with expectations as outlined in the Student Wellbeing Code of Conduct, will provide a valuable resource for their peers.

It is an expectation of both, the **Queensland College of Teachers**, and **Annandale Christian College**, that teaching staff commit to ongoing, professional development of their knowledge and skills in relation to student wellbeing and conduct. This will better enable them to implement effective teaching and learning in supportive and safe learning environments.

At the very core of Annandale Christian College's **Student Wellbeing Code of Conduct**, are **two key components** for it to be an effective and positive aspect of the College's culture and daily life. Both components require deliberate and proactive actions by staff to ensure its success.

1. **Preventative in Nature** – The approach needs to be preventative in nature: knowing your students; task analysis; and pre-empting and preventing - not just a simple case of handing out an ever increasing string of consequences for students' poor choices with no regard for your role in circumventing poor choices in the first place.
2. **Relationship** – Relationship is always key in productive and positive progress with learning experiences. Effective teaching and learning requires: supportive and safe learning environments; timely and effective feedback; positive and respectful working relationships; and appropriate reconciliation when relationship is broken.

If these two key components are engaged with, deliberately and proactively, behaviour management will be less intrusive into teachers' time, teaching program and their wellbeing.

There are only **three levels** of behaviour classifications for ***Behaviour Incidents*** and ***Behaviour Consequences***. The 'levels' refer to both, incidents and consequences, and only make up a part of the Student Wellbeing Code of Conduct.

The three levels of Behaviour Incidents and Behaviour Consequences are presented in a table format, in conjunction with a work flow diagram. The College's Student Management System (Spider) is aligned with both the table and the workflow diagram.

Behaviour Incidents and Behaviour Consequences – Levels

1. **Minor: (Teacher Intervention)**
 - incidents of a minor nature and dealt with by the teacher who witnesses or intervenes in the incident, or is informed of the incident by another staff member.
2. **Intermediate: (Teacher Intervention with support from Admin if necessary)**
 - incidents of greater significance, or repeated minor incidents that the teacher has previously attempted to modify. The student who is not making a responsible behaviour choice after a number of interventions, is dealt with according to a higher consequence by the teacher, with support from Admin if necessary.
3. **Major: (Admin Referral and Intervention)**
 - repeated intermediate offences or major incidents.

Student Wellbeing Code of Conduct Plan

Every year at the start of Term One, teachers have a brief, never to be repeated, critical period of time when students are receptive to the establishment of how the class will work. If this brief period of time is used wisely and effectively, the classroom learning environment becomes productive and equitable for all learners. If this time is not used wisely, the quality of learning and state of wellbeing can quickly become deficient for all. Regardless of the effectiveness to the start of the year, in relation to classroom management, it is incumbent upon all teachers to create and maintain effective and safe learning environments. The College's ***Student Wellbeing and Code of Conduct*** plan and its associated policy, is designed to assist you in this task.

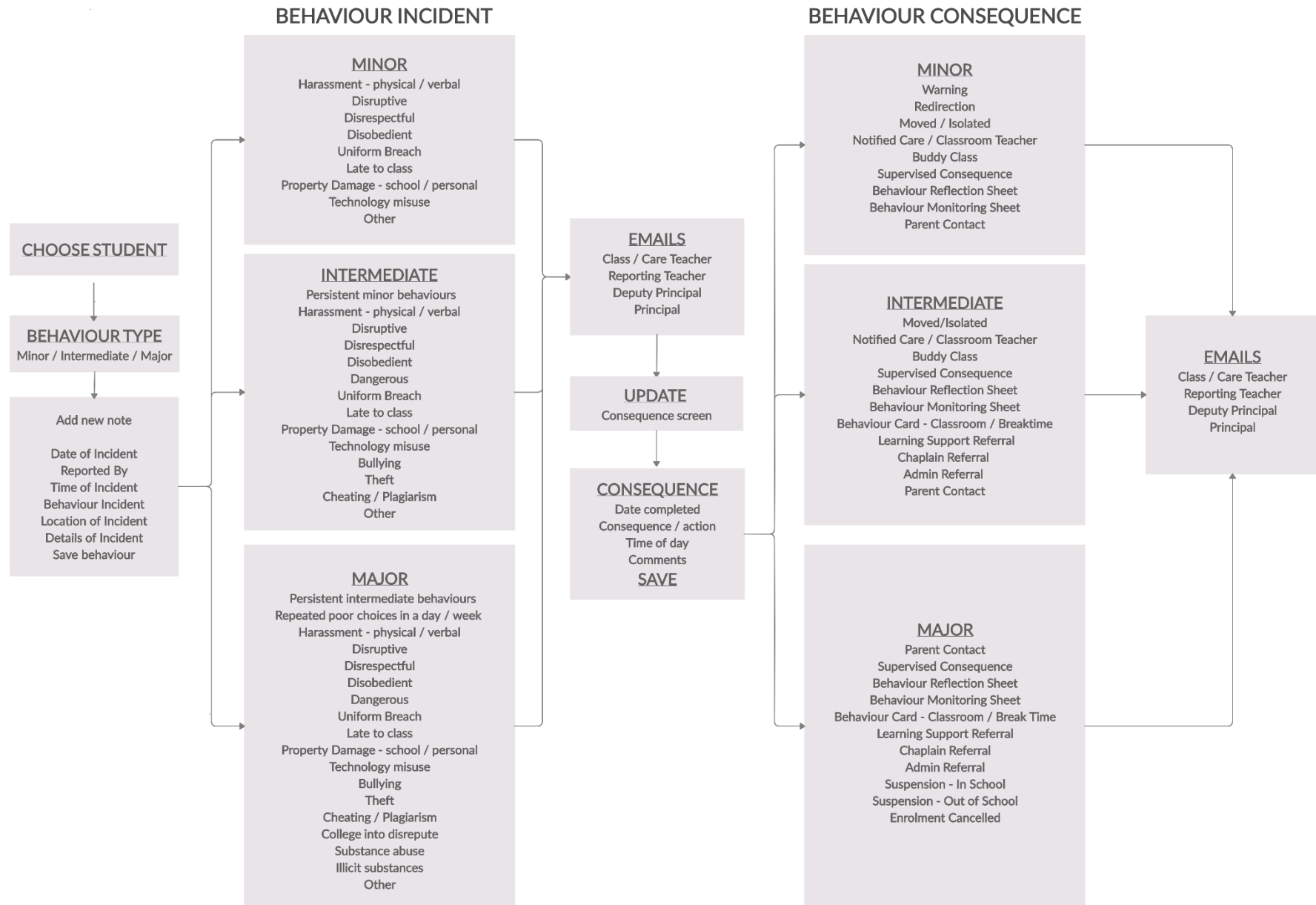
Very few teachers are experts on behaviour management. But those classrooms and learning environments that work well do have some common elements. Effective and productive behaviour management, when it's happening, does not just happen by chance. To a large extent, teachers are responsible for the behaviours in their class. Deliberate choices, approaches and strategies are chosen and employed for things to go well. To an outsider walking in to a classroom that is working effectively – smoothly, calmly, politely – it can appear that the teacher has been lucky with the allocation of students to that class. When a relief teacher, or a specialist teacher takes a class and comments that the class is so well behaved and easy to work with, it is because the class teacher has ingrained and nurtured appropriate behaviours and expectations within the student community. It is never chance or luck.

The ***maintenance of effective student wellbeing and classroom management***, with the diverse range of student needs present in any one classroom, requires dynamic professional judgement, however there are key components to any effective, well-managed learning environment. ***The following components are foundational:*** consistency ; clarity; clear expectations and boundaries; responsiveness; respect; trust; teacher/ student relationship; fostering an intrinsic desire to learn in students; teacher character and competence; authority; following through with expectations and consequences; and a firm but fair approach.

Ensuring these components are in place throughout days, weeks and terms takes time and energy and at times, can leave teachers feeling exhausted. Nevertheless, it will always be more sustainable and fulfilling to be ***positively exhausted*** with student successes and progress, than ***negatively exhausted*** with time spent responding to students' poor behaviour choices, which may have been avoidable or minimised through effective classroom management practices.

Classroom / subject teachers should deal wherever possible with their own classroom management and behaviour incidents; particularly, when it is of a ***minor category***. When behaviour incident falls into an ***intermediate category***, or is a ***persistent minor matter***, then Admin can be called upon as per the Behaviour workflow and table, but it may also be perfectly okay for the teacher to respond to an intermediate behaviour incident themselves. ***Major behaviour incidents*** should always be referred to Admin.

ACC Student Wellbeing Code of Conduct – Workflow



Behaviour Incidents and Behaviour Consequences

Minor - Teacher Intervention

Behaviour Category	Behaviour Incidents	Responsibility	Behaviour Consequences (Requiring Teacher Judgement)	Documentation	Support Actions
Disobedient	<ul style="list-style-type: none"> late to class incorrect or no equipment eating or drinking: where / when / what not permitted possession of banned items inappropriate use of student diary eg offensive pictures / drawings / jokes, notes to friends failure to complete homework littering out of bounds 	Class / Care Teacher Playground Duty Teacher	<ul style="list-style-type: none"> reminders redirections restate expectations warnings moved / isolated position reflection sheet monitoring sheet notified classroom / care teacher supervised consequence parent contact other 	<ul style="list-style-type: none"> anecdotal notes reflection sheet monitoring sheet behaviour notes admin referral sheet work samples parent email parent phone contact photographs video / screen shots other 	<ul style="list-style-type: none"> counselling – teacher counselling – chappy contact parents after 3rd consequence or earlier if warranted counselling by HOP / HOS / (after parents have been contacted) other

Behaviour Incidents and Behaviour Consequences

Minor - Teacher Intervention

Behaviour Category	Behaviour Incidents	Responsibility	Behaviour Consequences (Requiring Teacher Judgement)	Documentation	Support Actions
Disruptive	<ul style="list-style-type: none"> calling Out inappropriate language / gestures lack of task engagement 	Class / Care Teacher Playground Duty Teacher	<ul style="list-style-type: none"> reminders redirections restate expectations warnings moved / isolated position reflection sheet monitoring sheet notified classroom / care teacher supervised consequence parent contact other 	<ul style="list-style-type: none"> anecdotal notes reflection sheet monitoring sheet behaviour notes admin referral sheet work samples photographs video / screen shots parent email parent phone contact other 	<ul style="list-style-type: none"> counselling – teacher counselling – chappy contact parents after 3rd consequence or earlier if warranted counselling by HOP / HOS / (after parents have been contacted) other
Disrespectful	<ul style="list-style-type: none"> rudeness back chatting lack of manners walking out of class without permission 	Class / Care Teacher Playground Duty Teacher			
Technology Misuse	<ul style="list-style-type: none"> careless use of equipment off task use of equipment inappropriate use of equipment 	Class / Care Teacher Playground Duty Teacher			

Behaviour Incidents and Behaviour Consequences

Minor - Teacher Intervention

Behaviour Category	Behaviour Incidents	Responsibility	Behaviour Consequences (Requiring Teacher Judgement)	Documentation	Support Actions
Harassment Verbal / Physical	<ul style="list-style-type: none"> teasing name calling spit balls pushing / shoving hitting /kicking dangerous projectiles e.g. paper wasps 	Class / Care Teacher Playground Duty Teacher	<ul style="list-style-type: none"> reminders redirections restate expectations warnings 	<ul style="list-style-type: none"> anecdotal notes reflection sheet monitoring sheet behaviour notes 	<ul style="list-style-type: none"> counselling – teacher counselling – chappy
Uniform Breach	<ul style="list-style-type: none"> incorrect uniform incorrect jewellery inappropriate wearing of uniform 	Class / Care Teacher Playground Duty Teacher	<ul style="list-style-type: none"> moved / isolated position reflection sheet monitoring sheet 	<ul style="list-style-type: none"> admin referral sheet work samples 	<ul style="list-style-type: none"> contact parents after 3rd consequence or earlier if warranted
Property Damage School / Personal	<ul style="list-style-type: none"> graffiti damage to school property damage to person's property 	Class / Care Teacher Playground Duty Teacher	<ul style="list-style-type: none"> notified classroom / care teacher supervised consequence parent contact other 	<ul style="list-style-type: none"> photographs video / screen shots parent email parent phone contact other 	<ul style="list-style-type: none"> counselling by HOP / HOS / (after parents have been contacted) other

Behaviour Incidents and Behaviour Consequences

Minor - Teacher Intervention

Behaviour Category	Behaviour Incidents	Responsibility	Behaviour Consequences (Requiring Teacher Judgement)	Documentation	Support Actions
Late to Class	<ul style="list-style-type: none"> a little late after break a little late for lessons arriving few mins late to start of day 	Class / Care Teacher Playground Duty Teacher	<ul style="list-style-type: none"> reminders redirections restate expectations warnings moved / isolated position reflection sheet monitoring sheet notified classroom / care teacher supervised consequence parent contact other 	<ul style="list-style-type: none"> anecdotal notes reflection sheet monitoring sheet behaviour notes admin referral sheet work samples photographs video / screen shots parent email parent phone contact Other 	<ul style="list-style-type: none"> counselling – teacher counselling – chappy contact parents after 3rd consequence or earlier if warranted counselling by HOP / HOS / (after parents have been contacted) other

Behaviour Incidents and Behaviour Consequences

Intermediate - Teacher Intervention

(with Admin Support where required)

Behaviour Category	Behaviour Incidents	Responsibility	Behaviour Consequences (Requiring Teacher Judgement)	Documentation	Support Actions
Persistent Minor Behaviours	<ul style="list-style-type: none"> repeated occurrences of same incident in day or week ongoing misbehaviour throughout the day 	Class / Care Teacher Playground Duty Teacher	<ul style="list-style-type: none"> warnings moved / isolated position buddy class supervised consequence reflection sheet monitoring sheet notified classroom / care teacher behaviour card – classroom / break time learning support referral chaplain referral admin referral parent contact other 	<ul style="list-style-type: none"> anecdotal notes reflection sheet monitoring sheet behaviour cards behaviour notes admin referral sheet work samples parent phone contact photographs video / screen shots parent email other 	<ul style="list-style-type: none"> counselling – teacher counselling – chappy contact parents after 3rd consequence or earlier if warranted counselling by HOP / HOS / (after parents have been contacted) other
Disruptive	<ul style="list-style-type: none"> repeated minor offences (more than 3 in term) calling out rudely shouting inappropriate language / gestures lack of task engagement disturbs peers capacity to work 	Admin			
Disrespectful	<ul style="list-style-type: none"> repeated minor offences (more than 3 in term) rudeness – blatant/ deliberate back chatting - deliberate lack of manners - deliberate walking out of class when asked to stay 				

Behaviour Incidents and Behaviour Consequences

Intermediate - Teacher Intervention

(with Admin Support where required)

Behaviour Category	Behaviour Incidents	Responsibility	Behaviour Consequences (Requiring Teacher Judgement)	Documentation	Support Actions
Disobedient	<ul style="list-style-type: none"> repeated minor offences (more than 3 in term) late to class after warnings/ reminders failure to report to detention possession of banned items walking off on a staff member inappropriate use of student diary e.g. offensive pictures / drawings / jokes, notes to friends failure to complete homework out of bounds 	<p>Class / Care Teacher</p> <p>Playground Duty Teacher</p> <p>Admin</p>	<ul style="list-style-type: none"> warnings moved / isolated position buddy class supervised consequence reflection sheet monitoring sheet notified classroom / care teacher behaviour card – classroom / break time learning support referral chaplain referral admin referral parent contact other 	<ul style="list-style-type: none"> anecdotal notes reflection sheet monitoring sheet behaviour cards behaviour notes admin referral sheet work samples parent phone contact photographs video / screen shots parent email other 	<ul style="list-style-type: none"> counselling – teacher counselling – chappy contact parents after 3rd consequence or earlier if warranted counselling by HOP / HOS / (after parents have been contacted) other

Behaviour Incidents and Behaviour Consequences

Intermediate - Teacher Intervention

(with Admin Support where required)

Behaviour Category	Behaviour Incidents	Responsibility	Behaviour Consequences (Requiring Teacher Judgement)	Documentation	Support Actions
Dangerous	<ul style="list-style-type: none"> repeated offences (more than 3 in term) throwing objects leaving school grounds riding bikes in school grounds pulling chairs out from people careless behaviour with dangerous materials/ equipment 	Class / Care Teacher Playground Duty Teacher Admin	<ul style="list-style-type: none"> warnings moved / isolated position buddy class supervised consequence reflection sheet monitoring sheet notified classroom / care teacher behaviour card – classroom / break time learning support referral chaplain referral admin referral parent contact other 	<ul style="list-style-type: none"> anecdotal notes reflection sheet monitoring sheet behaviour cards behaviour notes admin referral sheet work samples parent phone contact photographs video / screen shots parent email other 	<ul style="list-style-type: none"> counselling – teacher counselling – chappy contact parents after 3rd consequence or earlier if warranted counselling by HOP / HOS / (after parents have been contacted) other
Harassment Verbal / Physical	<ul style="list-style-type: none"> repeated minor offences (more than 3 in term?) teasing nastily pushing / shoving forcefully hitting /kicking aggressively dangerous projectiles aimed deliberately potential racial/ discriminatory tones targeting a person 				

Behaviour Incidents and Behaviour Consequences

Intermediate - Teacher Intervention

(with Admin Support where required)

Behaviour Category	Behaviour Incidents	Responsibility	Behaviour Consequences (Requiring Teacher Judgement)	Documentation	Support Actions
Bullying (ongoing and targeted)	<ul style="list-style-type: none"> targeting someone after previously warned racial/ discriminatory words or actions physical aggression verbal taunts cyberbullying 	Class / Care Teacher Playground Duty Teacher Admin	<ul style="list-style-type: none"> warnings moved / isolated position buddy class supervised consequence reflection sheet monitoring sheet notified classroom / care teacher behaviour card – classroom / break time learning support referral chaplain referral admin referral parent contact other 	<ul style="list-style-type: none"> anecdotal notes reflection sheet monitoring sheet behaviour cards behaviour notes admin referral sheet work samples parent phone contact photographs video / screen shots parent email other 	<ul style="list-style-type: none"> counselling – teacher counselling – chappy contact parents after 3rd consequence or earlier if warranted counselling by HOP / HOS / (after parents have been contacted) other
Technology Misuse	<ul style="list-style-type: none"> repeated minor offences (more than 3 in term) inappropriate / careless use of equipment tampering with technology equipment using technology negatively towards others 				
Uniform Breach	<ul style="list-style-type: none"> repeated minor offences (more than 3 in term) incorrect uniform incorrect jewellery inappropriate wearing of uniform 				

Behaviour Incidents and Behaviour Consequences

Intermediate - Teacher Intervention

(with Admin Support where required)

Behaviour Category	Behaviour Incidents	Responsibility	Behaviour Consequences (Requiring Teacher Judgement)	Documentation	Support Actions
Cheating / Plagiarism	<ul style="list-style-type: none"> cheating during assessment/ assignment plagiarism in assessment/ assignment 	Class / Care Teacher Playground Duty Teacher	<ul style="list-style-type: none"> warnings moved / isolated position buddy class supervised consequence reflection sheet monitoring sheet notified classroom / care teacher behaviour card – classroom / break time learning support referral chaplain referral admin referral parent contact other 	<ul style="list-style-type: none"> anecdotal notes reflection sheet monitoring sheet behaviour cards behaviour notes admin referral sheet work samples parent phone contact photographs video / screen shots parent email other 	<ul style="list-style-type: none"> counselling – teacher counselling – chappy contact parents after 3rd consequence or earlier if warranted counselling by HOP / HOS / (after parents have been contacted) other
Theft	<ul style="list-style-type: none"> petty theft of minor item (school or personal) 	Admin			
Late to Class	<ul style="list-style-type: none"> repeated minor offences (more than 3 in term) late for lesson or after break – more than 5 mins without a valid reason arriving late to start of school – more than 5 mins without a valid reason 				

Behaviour Incidents and Behaviour Consequences

Major - Admin Intervention

Behaviour Category	Behaviour Incidents	Responsibility	Behaviour Consequences (Requiring Teacher Judgement)	Documentation	Support Actions
Persistent Intermediate Behaviours	<ul style="list-style-type: none">repeated occurrences of same incident in day or weekongoing misbehaviour throughout the day	Admin	<ul style="list-style-type: none">parent contactdetentionsupervised consequencereflection sheetmonitoring sheetnotified classroom / care teacherbehaviour card – classroom / break timelearning support referralchaplain referraladmin referralsuspension in / out of schoolenrolment cancelledother	<ul style="list-style-type: none">anecdotal notesreflection sheetmonitoring sheetbehaviour cardsbehaviour notesadmin referral sheetwork samplesparent phone contactphotographsvideo / screen shotsparent emailother	<ul style="list-style-type: none">counselling – teachercounselling – chappycontact parents after 3rd consequence or earlier if warrantedcounselling by HOP / HOS / (after parents have been contacted)other
Disobedient	<ul style="list-style-type: none">absent from class deliberatelyrefusing to comply with teacher directionrefusing to report to detentionrefusing to complete homeworkout of boundsleaving the College grounds during school without permission				
Bringing the College into Disrepute	<ul style="list-style-type: none">out of school – inappropriate behaviour in school uniformin school - thieving, shoplifting, trespassing etc. while truanting				
Substance Abuse	<ul style="list-style-type: none">use of drugs/ alcohol/ tobacco at College				

Behaviour Incidents and Behaviour Consequences

Major - Admin Intervention

Behaviour Category	Behaviour Incidents	Responsibility	Behaviour Consequences (Requiring Teacher Judgement)	Documentation	Support Actions
Illicit Substances	<ul style="list-style-type: none">possession of drugs at Collegepossession of alcohol at Collegepossession of tobacco/ cigarettes at Collegeillegal possession of prescription drugspossession of weapons / dangerous items at Collegepossession of fake illicit substances with intent to appear authentic	Admin	<ul style="list-style-type: none">parent contactdetentionsupervised consequencereflection sheetmonitoring sheetnotified classroom / care teacherbehaviour card – classroom / break timelearning support referralchaplain referraladmin referralsuspension in / out of schoolenrolment cancelledother	<ul style="list-style-type: none">anecdotal notesreflection sheetmonitoring sheetbehaviour cardsbehaviour notesadmin referral sheetwork samplesparent phone contactphotographsvideo / screen shotsparent emailother	<ul style="list-style-type: none">counselling – teachercounselling – chappycontact parents after 3rd consequence or earlier if warrantedcounselling by HOP / HOS / (after parents have been contacted)other
Disrespectful	<ul style="list-style-type: none">blatant / deliberate disrespect in words or actionsback chatting – deliberate / vehement				
Bullying (ongoing and targeted)	<ul style="list-style-type: none">racial/ discriminatory words or actionsphysical aggressionverbal tauntscyberbullying				

Behaviour Incidents and Behaviour Consequences

Major - Admin Intervention

Behaviour Category	Behaviour Incidents	Responsibility	Behaviour Consequences (Requiring Teacher Judgement)	Documentation	Support Actions
Disruptive	<ul style="list-style-type: none"> unacceptable words / actions disrupting learning inappropriate language / gestures lack of task engagement disturbs peers capacity to work and adversely affecting the learning environment 	Admin	<ul style="list-style-type: none"> parent contact detention supervised consequence reflection sheet monitoring sheet 	<ul style="list-style-type: none"> anecdotal notes reflection sheet monitoring sheet behaviour cards behaviour notes 	<ul style="list-style-type: none"> counselling – teacher counselling – chappy contact parents after 3rd consequence or earlier if warranted counselling by HOP / HOS / (after parents have been contacted) other
Dangerous	<ul style="list-style-type: none"> throwing objects with potential / intent to cause serious harm truant driving motor vehicle / bike with potential to harm on school property careless behaviour with dangerous materials/ equipment with potential to cause serious harm 		<ul style="list-style-type: none"> notified classroom / care teacher behaviour card – classroom / break time learning support referral chaplain referral admin referral suspension in / out of school enrolment cancelled other 	<ul style="list-style-type: none"> admin referral sheet work samples parent phone contact photographs video / screen shots parent email other 	
Uniform Breach	<ul style="list-style-type: none"> ongoing uniform infringements ongoing incorrect jewellery damaging uniform deliberately offensive uniform actions e.g. wearing, graffiti 				

Behaviour Incidents and Behaviour Consequences

Major - Admin Intervention

Behaviour Category	Behaviour Incidents	Responsibility	Behaviour Consequences (Requiring Teacher Judgement)	Documentation	Support Actions
Harassment Verbal / Physical	<ul style="list-style-type: none"> deliberate taunting to cause hurt or offence physical aggression to cause harm dangerous projectiles aimed deliberately racial/ discriminatory / writings, taunting, physical aggression – real or threatened sexual assault 	Admin	<ul style="list-style-type: none"> parent contact detention supervised consequence reflection sheet monitoring sheet notified classroom / care teacher 	<ul style="list-style-type: none"> anecdotal notes reflection sheet monitoring sheet behaviour cards behaviour notes admin referral sheet 	<ul style="list-style-type: none"> counselling – teacher counselling – chappy contact parents after 3rd consequence or earlier if warranted
Cheating Plagiarism	<ul style="list-style-type: none"> cheating during assessment/ assignment plagiarism – deliberate after counselling for previous occasion 		<ul style="list-style-type: none"> behaviour card – classroom / break time learning support referral chaplain referral 	<ul style="list-style-type: none"> work samples parent phone contact photographs 	<ul style="list-style-type: none"> counselling by HOP / HOS / (after parents have been contacted) other
Late to Class	<ul style="list-style-type: none"> excessively late for class without a valid reason ongoing lateness infringements 		<ul style="list-style-type: none"> admin referral suspension in / out of school enrolment cancelled 	<ul style="list-style-type: none"> video / screen shots parent email 	
Technology Misuse	<ul style="list-style-type: none"> inappropriate / dangerous use of equipment damaging equipment using technology unacceptably towards others 		<ul style="list-style-type: none"> other 	<ul style="list-style-type: none"> other 	

Student Wellbeing Code of Conduct Policy

Preamble

Annandale Christian College seeks to be a vibrant learning community under the Lordship of Jesus Christ, where all stake-holders (students, staff, parents and TCEA members):

- are valued as Christ's image bearers;
- willingly accept their individual and collective roles and responsibilities within the College environment; and
- actively pursue positive godly relationships with all other members of the College community.

A long-term goal of the Student Wellbeing Code of Conduct policy is that all members of the college community, motivated by a love for God and a desire to care for themselves and others, will humbly seek to exhibit Christ-like behaviour and the restoration of relationship when conflict arises. This is founded on an acknowledgement, that although we are lost without God, we can have great confidence in God and in our desire to do what pleases Him. (**Romans 3:23** *For all have sinned and fallen short of the glory of God;* **Philippians 4:13** *I can do all things through Christ who strengthens me*).

The primary focus of the Student Wellbeing Code of Conduct policy is that of nurturing students as God's people – i.e. to equip and train students to be all that God has called them to be. (Proverbs 22:6: *Train a child in the way he should go, and when he is old he will not turn from it*). This policy expresses the College community's belief that, through encouragement and correction, appropriate consequences and re-direction, students have an opportunity to repair and rebuild towards Christ-like behaviour and restoration of relationships.

A College Community Approach

In a College community approach to student wellbeing, all members of the community can reasonably expect to be treated in a Christ-like manner and also to have important God-given responsibilities:

Parents

can reasonably expect to:

- be acknowledged by College staff as the major influence upon their child's development;
- feel welcome in the College and be listened to;
- make contributions to the life of the College through relevant groups or committees;
- receive regular reports detailing their child's progress;
- meet with College staff at mutually-convenient times; and
- have their personal information treated confidentially and their privacy respected.

Therefore, they have the responsibility to:

- provide a Christ-like example of behaviour, habits and relationships in the home and school environment;
- encourage these Christ-like behaviours, habits and relationships in their children;
- ensure that students arrive at school on time, adequately prepared to engage in the learning process i.e. having eaten breakfast and brought the necessary class stationery and equipment;
- support, and cooperate with, the College's Christian ethos – including active support of the College's **Student Wellbeing Code of Conduct**;
- maintain trust in the commitment of the College to work in the best interest of students, staff and parents;
- support teachers in their efforts to form good work and behaviour patterns in students;
- attend Parent/Teacher interviews;
- consult with College staff at mutually-convenient times;
- partner with class teachers and / or College administration as needs arise;
- expect a reasonable response to email and telephone communication; and
- respect the privacy of other students and staff.

Students

can reasonably expect to:

- have the opportunity to develop to their full academic, social and emotional potential;
- learn without being interrupted by others;
- be treated with courtesy and respect by staff and other students;
- work in a positive, welcoming and secure environment;
- feel valued as a productive member of the College community;
- feel free from any kind of bullying;
- feel safe at all times; and
- be able to report to someone if they don't feel safe.

Therefore, they have the responsibility to:

- support the College's Christian ethos;
- adhere to the **Student Wellbeing Code of Conduct**;
- commit to being punctual to class and working to the best of their ability;
- be obedient, showing courtesy and respect towards, those in authority over them (i.e. parents, approved adult volunteers and staff);
- serve others – i.e. care for, and cooperate with, others - valuing differences and being tolerant of others' points of view;
- own their behaviour choices and accept the positive or negative consequences of those choices;
- play safely and obey all safety instructions;
- care for their personal property and the property of others (including the College grounds and equipment);
- act and dress in a manner which promotes a good public image of themselves and the College;

Teachers

can reasonably expect to:

- be treated with courtesy and respect by parents, students and College Leadership;
- not have undue disruption from student misbehaviour in the teaching/learning process;
- manage student behaviour;
- work in a clean, tidy and safe environment;
- use professional judgment in catering for the needs of individual children;
- feel free from any kind of bullying;
- receive professional support from the College Leadership team; and
- be supported by parents and the wider school community in the teaching process.

Therefore, they have the responsibility to:

- provide an example of Christian faith and character to students, parents and peers as outlined in the College **Staff Code of Conduct**; (File path: Data (V):\All Staff\Policy and Procedure)
- promote maximum learning in all students through:
 - ✓ punctuality to class;
 - ✓ clearly-communicated, positive classroom rules and routines;
 - ✓ a managed classroom environment – seating, ventilation, flexibility – to minimise problems;
 - ✓ a classroom culture where students know they are valued, liked and expected to achieve to their potential with successes along the way;
 - ✓ appropriate educational programs that engages students, creating an environment of success, celebrating achievements and providing an opportunity to serve others;
 - ✓ being proactive in encouraging and affirming positive behaviour;
 - ✓ appropriate consequences (using 'least to most intrusive' and making connections between behaviour and outcomes that follow) when a student's work or behaviour efforts are not their best; and
 - ✓ forgiveness, grace and encouragement which repairs and rebuilds broken relationships.
- model care for the College, its people and equipment;
- listen to students and parents and value their points of view;
- develop a trust relationship between the College and parents, facilitating open and honest communication during times of concern;
- be alert to, and respond to, any perceived or actual victimisation, bullying or harassment;
- ensure students in their care are safe from harm; and
- proactively restoring strained relationships at the end of a lesson or day, or as soon as is practicably possible.

The College Leadership Team

can reasonably expect to:

- be treated with courtesy and respect by parents, students and staff;
- feel free from any kind of bullying;
- have the prayerful and practical support of parents, staff members and the College Board of Directors in the performance of their roles; and
- use professional judgment in catering for the needs of individual children, their parents, and staff members.

Therefore, they have the responsibility to:

- provide an example of Christian faith and character to students, parents and peers as outlined in the College **Staff Code of Conduct**; (File path: Data (V):\All Staff\Policy and Procedure)
- listen to students, parents and staff and value their points of view;
- be alert to, and respond to, any perceived or actual victimisation, bullying or harassment;
- model 'servant leadership' as they care for parents, students and staff of the College by:
 - ✓ listening to, counselling and helping to train individuals through difficulties;
 - ✓ helping individuals to resolve conflict and restore relationships;
 - ✓ communicating with parents in a timely and respectful manner; and
 - ✓ supporting teachers through difficulties associated with student behavioural issues.
- write policies and put in place appropriate practical procedures to ensure a safe working environment for all members of the College community;
- implement and support professional development for staff regarding behaviour management;
- oversee and support students through in-school suspensions/out of school suspensions/return to school and/or conditional enrolments; and
- communicate openly and honestly with all other members of the College community in order to build a trust relationship; and
proactively restore strained relationships at the end of a lesson or day, or as soon as is practicably possible

Biblical Worldview Undergirding

The Student Wellbeing Code of Conduct Policy

1. Relationship is at the very core of our Christian belief in our Triune God. Living and working in Christian community – in obedience to the Word of God and characterised by compassion, kindness, humility, gentleness, patience, teaching and admonition, forgiveness, love and thanksgiving - is God's plan for His people. (Colossians 3:12 – 17)
2. The man Jesus Christ is the only one who can stand blameless before God. All others, before or since, have fallen short of God's glory. (Romans 3:23)
3. There is no wrongdoing for which Christ has not taken the penalty in God's eyes for His people (2 Corinthians 5:21)
4. Discipline is an act of love (Hebrews 12:6). Our God is a god of love, and because He loves us, He disciplines us.
5. Discipline is a means God uses for our growth in grace and progress towards Christ-likeness (Hebrews 12:11). The loving discipline of God is consistent with His perfect sense of justice and righteousness, and with His desire for us to grow toward maturity in Him.
6. Discipline is broader than punishment. Its goal is not so much behaviour modification (i.e. greater conformity to patterns or rules) but rather, a heart change into the likeness of Christ. It involves dealing with challenges and problems through example and guidance, and results in repentance, forgiveness, assurance and hope. (Proverbs 22:6)
7. God permits us to exercise discipline towards one another. He has given this responsibility to parents in relation to their children. He requires that discipline be applied with a loving sense of responsibility, desiring the best for the one being disciplined. (Ephesians 6)
8. Scripture teaches that parents (and, by inference, teachers) must not exasperate their children (students) by unreasonable demands, nit-picking or nagging, or children (students) may see adults as impossible to please and simply give up trying to do what is right (Colossians 3:20)
9. The right relationship a parent (teacher) creates with their child (student) foreshadows the right relationship the child (student) seeks with His Creator.
10. Discipline can bring short-term tears, but long-term happiness. (Hebrews 12:11; 1 Timothy 4:7 – 8)
Learning by suffering an imposed consequence is kinder than leaving the individual to suffer the full consequence of their inappropriate actions.
11. The imposition of consequences is not to be exercised for the purpose of some authoritative figure to gratify their sense of importance, or to solely impose their will upon another person. (Proverbs 22:6)
12. Compassion, wisdom and common sense outlast rule-keeping (Matthew 23:23)
13. Re-building and restoration of strained relationships should be given priority (Ephesians 4:26 – 27)
14. Above all these things, put on love which is the perfect bond of unity (Colossian 3:14)
15. Prayer releases the power to make the impossible possible (Colossian 4: 1 – 6)

Knowing what is right is good;

Knowing and *doing* what is right is better;

Knowing and doing what is right *with a heart set on living out Christ's story* is best.

Guiding Principles

In response to the Biblical framework outlined above:

1. **We will be what we believe - i.e. obedient, humble, kind, honest, ashamed, repentant, forgiving and hopeful in response to the Gospel - and encourage/teach our students to respond in the same way.**
 - We will expect of ourselves what we expect of others (no hypocrisy)
 - We will not hold grudges.
 - We will relax in God's sovereign grace.
2. **We will relate to all students with respect, patience, understanding, forthrightness, interest and unconditional love in ways that show Christ and encourage/teach our students to respond in the same way.**
 - We will care about all students.
 - We will acknowledge our students' emotional needs.
 - We will postpone dealing with behaviour issues when we are angry.
 - We will humbly condemn wrongdoing.
 - We will avoid humiliation, sarcasm and shouting.
 - We will forgive.
 - We will assure students of our acceptance.
3. **We will enable the Gospel story – i.e. Christ's life, death, resurrection, rule and return - to impact our discipline of students; communicate that story to our students; and encourage our students to respond in obedience and hope.**
 - We will explain the Gospel message.
 - We will train in Christ-likeness.
 - We will lead our students to see all layers of their esteem in Christ.
 - We will enhance students' confidence in God's grace expressed in what Jesus has done on our behalf.
 - We will unpack the Student Wellbeing Code of Conduct with our students.
 - We will implement the Student Wellbeing Code of Conduct consistently and fairly. Please Note: 'Consistent' does not mean 'identical'. There are never two identical behaviour incidents. Student welfare depends on finding the best way to deal with, and care for, each individual student within the framework of a consistent policy.
 - We will clearly explain wrongdoing and its effect.
4. **We will model, invite and insist upon appropriate behaviour.**
 - We will maintain high expectations of students and ourselves.
 - We will seek to understand mitigating circumstances.
 - We will focus on the responsibilities rather than the rules.
 - We will have clear, age-appropriate responsibilities.
 - We will reinforce good behaviour with more opportunity to do likewise.
 - We will respond to poor behaviour choices by withdrawal of privileges with consideration to age, maturity, context, and in ways that lead to repentance and restoration.
 - We will share hope.

5. We will structure learning so that it is achievable, worthwhile and interesting and thereby provide the basis for good learning behaviour.

- We will value individuals.
- We will get to know our students' strengths, weaknesses and interests and plan for success.
- We will keep parents informed of successes as well as areas of concern.
- We will keep parents informed of good as well as poor behaviour.
- We will provide appropriate support services – learning support, counselling.
- We will keep records of important information on the College student management system – currently Spider (PCSchool).

6. We will enable students to exercise self-discipline, self-management, servant leadership and corporate responsibility.

- We will engage students in contextual learning – meaningful, practical and cooperative – which provides optimum conditions for good behaviour.
- We will provide opportunity for leadership and peer mentoring / mediation and thereby promote community.

Important Aspects to Consider When Responding to Behaviour Incidents

1. Fostering in students, an awareness of the way their actions affect others.
2. Courtesy, respect and support for all parties in the conflict situation (student/student; student/staff).
3. Involvement of the student in the process of restoration.
4. Inclusion of parents.
5. Acceptance of ambiguity. (Sometimes fault is not clear and people need to accept this).
6. Willingness to pray with students.
7. Acknowledgement that the deed cannot be separated from the doer. (The deed is a window into the doer).
8. Viewing wrong-doing and conflict as opportunities for forgiveness and growth.
9. Expectation of teacher discretion (situation/ context) as well as compliance with the structure/policy (system).
10. Solidarity amongst staff, students and parents as we all stand in need of God's grace enacted in the life, death and resurrection of Jesus.
11. Procedural fairness.
12. Recognition that God is Sovereign over all of Creation and He changes hearts and minds.
13. Emphasis on the future and restoration rather than on the past and blame.
14. Emphasis on individual responsibilities rather than rule-keeping.
15. Consistency subservient to wisdom, which considers the maturity of the student, specific needs, gender differences, emotional well-being etc.

Suspension and Exclusion Guidelines

Continuing enrolment at Annandale Christian College is dependent upon students, and their parents, cooperating with the College in key areas of College life – specifically:

- support for the Christian ethos of the College;
- the commitment to learn (and to allow others to learn);
- respect for the role of staff members in general and individual staff members as they work with students; and
- the wearing of full and correct College uniform.

When a serious breach of student responsibilities occurs, or when there is a defiant pattern of breaches, it may be in the best interests of the College, and the student involved, for the student to be removed from the College for a period of time (suspension) or completely (exclusion).

Suspension and exclusion at Annandale Christian College will be characterised by:

- procedural fairness;
- collaboration between the student, staff and parents;
- consideration of the maturity and needs of the student;
- justice and compassion;
- identifying the behaviour change required and, where possible and appropriate, giving the student the responsibility and time to change; and
- wherever possible, a spirit of restoration.

Suspension

1. The Deputy Principal Primary or Deputy Principal Secondary may recommend and initiate the suspension (in-school or out of school) of a student with the knowledge and approval of the Principal.
2. A student may be suspended immediately if the student:
 - is in possession of a suspected illegal drug (and the police will be informed);
 - is in possession of a prohibited weapon (and the police will be informed);
 - sexually assaults another person (and the police will be informed);
 - is in possession of alcohol, cigarettes, or any other illicit substance;
 - is violent or threatens physical violence;
 - engages in criminal activity related to the College.
3. A police investigation will not remove the Principal's obligation to deal with behaviour as an internal disciplinary matter.
4. A student may also be suspended for a defiant pattern of behaviour breaches such as:
 - repeated disobedience;
 - insolence;
 - verbal harassment;
 - disruption of the teaching and learning;
 - bullying.

5. Suspension may be up to twenty (20) days or as long as necessary to resolve the situation.
6. The College will take reasonable steps to arrange for the student to access an educational program during the suspension.
7. The Principal or the Deputy Principals will inform parents of the suspension by phone and formally in writing.
8. The parents will be afforded the opportunity of meeting with the Principal or relevant Deputy to discuss the issue. The parents may have a support person at this meeting. The Principal can request the presence of a Board member.
9. The decision and the process will be documented and filed.

Exclusion

Only the Principal may exclude a student from the College. If there is the possibility of a student being excluded, the Principal will present the facts to the Board for their approval.

Before Exclusion

1. Except as a result of a most serious incident, the Principal will ensure that all student welfare strategies and discipline options have been implemented and documented.
2. The student will be placed on suspension pending approval by the Board.
3. The parents will be notified in writing that exclusion is being recommended and provided reasons for the recommendation. Seven (7) days will be allowed for the parents to respond.

Basis for Exclusion

A student of any age may be excluded if the student:

1. engages in serious misbehaviour related to:
 - drug possession;
 - prohibited weapons;
 - physical assault;
 - sexual assault;
 - criminal behaviour related to the College (directly or indirectly) i.e. brings the College into disrepute or poses a threat to people and/or property.
2. displays a pattern of behaviour that seriously disrupts the learning of the student and other students;
3. jeopardises the safety and well-being of others (students and staff);
4. is convicted of an offence (which does not have to be related to the school or have been committed during school hours);
5. it would be in the best interests of the students and staff;
6. defiantly undermines the College's Christian ethos; or
7. does not participate satisfactorily in learning and is of post-compulsory age;

With the exception of situations described in Point 1 above, before exclusion the student will be:

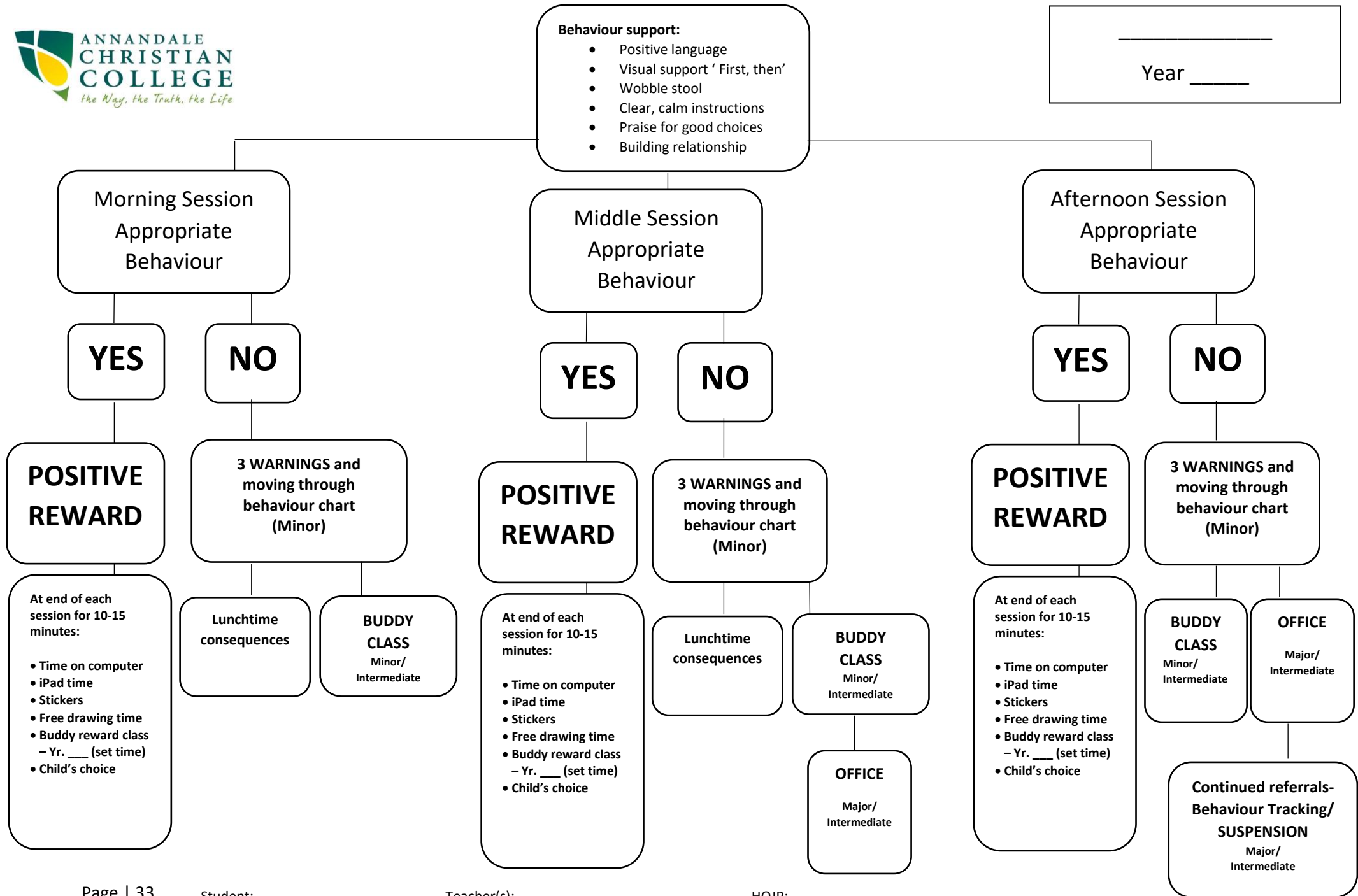
- provided with a program for improvement;
- given a reasonable time to improve;
- given at least one formal written warning that exclusion is being contemplated.

Process for Exclusion

1. The Principal, in consultation with the relevant Deputy, will recommend the exclusion step to the Board.
2. The Principal will enact the Board's decision of exclusion by:
 - informing the parents by phone and in writing of the exclusion and their right of appeal;
 - seeking to arrange an alternative school within the locality where at all possible;
 - managing the effects on any siblings and on any classmates; and
 - activating the appropriate Student Departure processes.
3. School fees will be charged up until the day of exclusion only. The Business Manager will finalise this matter with the family.

Appendices

- A – Behaviour Monitoring Flow Chart
- B – Behaviour Reflection Sheet (Prep – Year 2)
- C – Behaviour Reflection Sheet (Years 3 – 5)
- D – Behaviour Reflection Sheet (Years 6 – 12)
- E – Behaviour Monitoring Sheet (Inside / Outside Classroom)
- F – Behaviour Card (Classroom)
- G – Behaviour Card (Break Time)
- H – Admin Referral (Major Incidents)
- I – Individual Wellbeing Management Plan



Behaviour Reflection Sheet

Student Name: _____

Class: _____

Teacher Name: _____

Time/Period: _____ Date: _____

How do you feel?

What happened?

Circle One.

How I feel	
5	 <p>I need some help!</p>
4	 <p>I'm really upset.</p>
3	 <p>I've got a problem.</p>
2	 <p>Things are pretty good.</p>
1	 <p>Feeling Great!</p>

What can you do differently next time?

Are you ready to return?

How do you feel now?



Behaviour Reflection Sheet

Student Name: _____

Class: _____

Teacher Name: _____

Time/Period: _____ Date: _____

How do you feel?

Circle One.

Describe what happened:

How I feel	
5	 I need some help!
4	 I'm really upset.
3	 I've got a problem.
2	 Things are pretty good.
1	 Feeling Great!

What was the rule or procedure you didn't follow?

What happens when you don't follow rules and procedures?

What could you do differently next time so this doesn't happen again?

Student's Signature

Teacher's Signature

Behaviour Reflection Sheet

Student Name: _____ Class: _____

Teacher Name: _____ Time/Period: _____ Date: _____

Student to complete this section

Describe what happened:

What responsibilities have I not demonstrated?

- ☐ Being **prepared** for class
- ☐ **Engaging** in my learning
- ☐ **Behaving safely** and **respectfully**
- ☐ **Conducting myself appropriately**

Did your actions prevent other students from doing things they were trying to do?

- ☐ Yes
- ☐ No

Did you prevent the staff member in charge from doing something?

- ☐ Yes
- ☐ No

Looking at the responsibility above that you did not demonstrate, explain why that responsibility is important for all members of a learning community to strive to demonstrate.

Is this the first time you have been asked to reflect on your behaviour?

- ☐ Yes
- ☐ No

Have you been on a behaviour card or behaviour plan for choices similar to this in the past?

- ☐ Yes
- ☐ No

Appendix D

To avoid repeating these choices, what actions will you need to take to help maintain classroom, playground, and College standards?

Is there something that the teacher or another staff member could do to support you in making the right choice next time?

Is there class work that you have not completed due to the incident? How will you make up this work?

Teacher to complete this section:

Please comment on your discussions held with the student including any necessary follow up actions

Student's Signature

Teacher's Signature

Behaviour Monitoring Sheet (Inside Classroom)

Student Name: _____ **Teacher:** _____ **Subject/Class:** _____

DATE										
PREPARATION FOR CLASS										
Punctual (breaks, class, school)										
Correct Books/Equipment/ Uniform										
Completion of homework										
Entered room appropriately										
Repeatedly seeking time away from the classroom (i.e. Frequent toilet breaks)										
APPLICATION TO WORK										
Remained focused on tasks										
Contributed to class/group activities										
Neat, tidy and organised work										
BEHAVIOUR IN CLASS										
Followed safety procedures										
Behaved/spoke respectfully to teacher and other students										
Followed directions/instructions										
Treated school/ others'/ own property and equipment with care										
Allowed other students to participate fully in learning experience										
ACTION TAKEN										
Warning										
Redirection										
Restated Expectations										
Moved/isolated in classroom										
Buddy Class										
Teacher/student(s) follow up discussion										
Detention / Supervised Consequence										
Parent Contact										

Behaviour Monitoring Sheet (Outside Classroom)

DATE										
OUTDOOR BEHAVIOUR										
Wear Hat										
Eat lunch in appropriate locations										
Play in appropriate areas: undercover area/playgrounds/oval/library										
Use equipment safely										
Follow directions/instructions of staff member on duty										
Behave /speak respectfully to teacher and other students										
Treat school/ others'/ own property and equipment with care, including returning equipment										
Walk on paths and around buildings										
Demonstrate sportsmanship during games with peers										
Include others in games / activities										
ACTION TAKEN										
Warning										
Redirection										
Restated Expectations										
Redirected to another area for remainder of recess										
Teacher/student(s) follow up discussion										
Detention / Supervised Consequence										
Parent Contact										

Behaviour Card - Classroom

Target Areas

1. Doing set tasks
2. Following directions

Name: _____

Date: _____

1		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (Comment on the reverse side)	
2		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (Comment on the reverse side)	
Recess	The student is to bring this Behaviour Card to Mr Lane no later than 10:50am.		
3		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (Comment on the reverse side)	
4		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (Comment on the reverse side)	
Recess	The student is to bring this Behaviour Card to Mr Lane no later than 1:40pm.		
5		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (Comment on the reverse side)	
Bring this Behaviour Card to Mr Lane at the start and end of Breaks, and at the end of the day.			

Student signature

Parent/Guardian/Carer signature

Behaviour Card - Classroom

Target Areas

1. Doing set tasks
2. Following directions

Name: _____

Date: _____

1		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (Comment on the reverse side)	
2		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (Comment on the reverse side)	
Recess	The student is to bring this Behaviour Card to Mr Lane no later than 10:50am.		
3		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (Comment on the reverse side)	
4		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (Comment on the reverse side)	
Recess	The student is to bring this Behaviour Card to Mr Lane no later than 1:40pm.		
5		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (Comment on the reverse side)	
Bring this Behaviour Card to Mr Lane at the start and end of Breaks, and at the end of the day.			

Student signature

Parent/Guardian/Carer signature

Behaviour Card – Break Time

Name: _____

PGD Area _____

Term: ____ Wk: ____	First Break	Sign	Second Break	Sign
Monday	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
Tuesday	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
Wednesday	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
Thursday	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
Friday	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	

- Report to the Playground Duty Teacher at the beginning of both Break times.
- Walk with the teacher.
- Teachers on Playground Duty will indicate if your behaviour was satisfactory or unsatisfactory.
- Bring the card to the Office after each Break to be shown to the Head of Secondary / Primary.

Behaviour Card – Break Time

Name: _____

PGD Area _____

Term: ____ Wk: ____	First Break	Sign	Second Break	Sign
Monday	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
Tuesday	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
Wednesday	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
Thursday	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
Friday	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	

- Report to the Playground Duty Teacher at the beginning of both Break times.
- Walk with the teacher.
- Teachers on Playground Duty will indicate if your behaviour was satisfactory or unsatisfactory.
- Bring the card to the Office after each Break to be shown to the Head of Secondary / Primary.

Admin Referral – Major Incident

Date: _____

Student's Name: _____

Year level: _____

Staff Member's Name: _____

Referred to	
	Deputy Principal - Primary
	Deputy Principal - Secondary
	Principal
	Other

Location	
	Classroom
	Playground
	Other

Behaviour Category (more than one can be ticked)			
	Harassment – Physical (major)		Property Damage – School (major)
	Harassment – Verbal (major)		Property Damage – Personal (major)
	Behaviour - Disruptive (persistent)		Theft
	Behaviour - Dangerous		Substance Offence
	Disobedience – (persistent)		Technology Misuse
	Uniform Breach - (persistent)		Other
	Late to Class - (persistent)		

Description of Incident / Behaviour: (brief dot points)

Individual Wellbeing Management Plan

STUDENT'S NAME: _____ **YEAR/CLASS:** _____ **DATE:** _____

STAFF TEAM MEMBERS: _____

Behaviour Concerns (in priority order):

1. _____
2. _____

When and where these behaviours occur:

Why? (Consider specific circumstances, physical environment, curriculum demands):

Behaviour Goals (in priority order):

1. _____
2. _____

Management Strategies:

Teachers will encourage positive behaviours and attitudes by doing:	Student will make positive choices to reach their behaviour / attitude goals by doing:	Agreed outcomes when: Reaching Goals: Falling Below Goals:
--	---	---

DATE OF REVIEW: _____

Staff Member Name / Role: _____ **Signature:** _____

Parent Name: _____ **Signature:** _____

Student Name: _____ **Signature:** _____

Email Overviews and Templates

Late to School

Uniform Breach

Homework Incomplete

Technology Misuse

Late to School

Overview of Email Templates

1. First Response to Persistent Lateness - Student Services:

A generic email template is sent to the parent / carer from student services, informing them of 3 incidents of their child's lateness in a week to ensure that parents are aware, and informing them of ways to communicate with the Office via phone or email.

2. Second Response to Persistent Lateness - Teacher:

A generic email template to note that student's lateness is now being communicated by the class/care teacher, checking also if there are any circumstances causing a problem with punctuality, reminding again of ways to let the Office know of temporary problems, checking if the school is able to assist in any way, offering to assist the student with time management if already at school by 8.30, and also requesting parent assistance in getting their child here on time.

3. Third Response to Persistent Lateness - Teacher:

A generic email template is sent requesting an interview with the parent / carer so that a face to face discussion can be held to cover standard College reasons for punctuality, e.g. class disruption, lesson impact, catch up required etc., along with some personal relevance, particularly if the individual student is behind in their work, or struggling with academics or behaviours.

4. Fourth Response to Persistent Lateness – Deputy Principal:

The relevant College deputy requests an interview to reiterate the College's concerns and to support the teacher, coupled with a standard letter outlining a record of the student's lateness and the impact that it is having on the student and the class.

5. Fifth Response to Persistent Lateness - Principal:

The student's parents / carers are asked to attend an appointment with the College Principal.

Late to School

Email Templates

First Response to Persistent Lateness - Student Services:

Email to Parent/Caregiver & Class/Care Teacher

(insert date)

Dear (insert parent/caregiver's name)

RE: Lateness to class at the start of the day: (insert student's name)

This email is just to ensure that you are aware that (insert student's name) has received a late note from the office three times this week, which means that (insert he/she) was not able to be at class for the start of the day by 8.35am. If your child will be late to class on any one day, and you are able to notify the office in advance, please email on lateabsent@acc.qld.edu.au or phone on 47252082.

If however there are prevailing circumstances that are making it difficult for (insert student's name) to arrive to class by 8.35am on any days, a short email to the same address, detailing dates, will allow the office to remain informed of (insert his/her) temporary lateness and allow the office to let teachers know.

Kind regards

(insert student services)

Second Response to persistent lateness – Teacher:

Email to Parent/Caregiver

(insert date)

Dear (insert parent/caregiver's name)

RE: Lateness to class at the start of the day: (insert student's name)

I have noticed that (insert child's name) has been late to class for the start of the day three times this week and I wanted to check with you in case there were current circumstances making it difficult for (insert student's name) to arrive at class by 8.35 am. If (insert student's name) is actually getting to school on time, but for some reason is not making it to class on time, then I can speak with (insert him/her) regarding using (insert his/her) time wisely after the first bell at 8.30am, in order to arrive punctually to class by no later than 8.35 am.

The beginning of the day is vital in establishing learning routines, and maintaining pastoral care and contact. However, if there are circumstances, at the moment, that are making it difficult for (insert student's name) to arrive on time, I would like to ensure that (insert he/she) is not answering the same questions unnecessarily each day. If that is the case, could you please write a quick email to lateabsent@acc.qld.edu.au so that the office is aware, and if there is anything that the school may be able to do in order to assist in any way, please feel free to speak with myself or another staff member.

Kind regards

(insert class/care teacher's name)

Third Response to persistent lateness - Teacher:
Email to Parent/Caregiver – Interview Requested

(insert date)

Dear (insert parent/caregiver's name)

RE: Lateness to class at the start of the day: (insert student's name)

I am emailing to request that we have a meeting to discuss (insert student's name) general progress at school, as well as the manner in which (insert his/her) frequent lateness to class is potentially impacting (insert his/her) learning. This is an important meeting and will be most beneficial if you could make a time for us to catch up and speak together.

Thank you in advance for your assistance in this matter.

Kind regards

(insert class/care teacher's name)

Fourth Response to persistent lateness – Deputy Principal:
Email to Parent/Caregiver – Interview Requested

This is a personal email from the relevant College Deputy Principal i.e. not a template.

Fifth Response to persistent lateness - Principal:
Interview requested

This is a personal email from the College Principal i.e. not a template.

Uniform Breach

Overview of Email Templates

1. **First Response to Uniform Breach - Teacher:**

The teacher sends a generic email template to the parent / caregiver informing them that their child has had three uniform breaches in the term and detailing the nature of the breaches. The parent / caregiver is asked to reinforce the College's uniform code with their child and to attend to any uniform replacements or alterations.

2. **Second Response to Uniform Breach - Teacher:**

The teacher sends a generic email template to the parent / caregiver informing them that their child has continued to breach the uniform code despite attempts from the College to address the situation. Any actions taken thus far are detailed in the email. Parent / caregivers are asked to convey any prevailing conditions that might be preventing their child from accessing the correct uniform. Any continuance of uniform breaches will be referred to the Deputy Principal.

3. **Third Response to Uniform Breach – Deputy Principal:**

This is a personal email from the Deputy Principal regarding the ongoing uniform breaches and relevant consequences, including any possible suspensions.

4. **Fourth Response to Uniform Breach – Principal:**

This is a personal email from the Principal regarding the ongoing uniform breaches and an interview is requested.

Uniform Breach Email Templates

First Response to Uniform Breach – Teacher: **Email to Parent/Caregiver & Class/Care teacher**

(insert date)

Dear (insert parent /caregiver's name)

Re: Breach of College Uniform Code: (insert student's name)

This email is to inform you that (insert student's name) has had three uniform breaches recorded this term. They are:

(list items and dates)

It would be greatly appreciated if you could reinforce the College's uniform code with (insert student's name) and attend to any items that may need replacing or altering.

Kind regards

(insert class/care teacher's name)

Second Response to Uniform Breach – Teacher: **Email to Parent/Caregiver & Class/Care teacher**

(insert date)

Dear (insert parent /caregiver's name)

Re: Persistent Breach of College Uniform Code: (insert student's name)

This email is to alert you that despite attempts to address the situation, (insert student's name) has continued to be in breach of the College's uniform code. Actions to address this to date include:

(list actions and dates)

If there are prevailing conditions which prevent you from ensuring that (insert student's name) can access the correct uniform, or if there is anything that the College may be able to do to assist you in any way, please feel free to speak to me or another staff member.

Please note, that if the uniform breaches are not satisfactorily attended to, the matter will need to be referred to the Deputy Principal.

Kind regards

(insert class/care teacher's name)

Third Response to Uniform Breach – Deputy Principal:
Email to Parent/Caregiver & Class/Care teacher

(insert date)

Dear (insert parent/caregiver's name)

Re: Persistent Breach of College Uniform Code: (insert student's name)

This is a personal email- not a template

Fourth Response to Uniform Breach – Principal/Deputy- interview requested:
Email to Parent/Caregiver & Class/Care teacher

(insert date)

Dear (insert parent /caregiver's name)

Re: Persistent Breach of College Uniform Code: (insert student's name)

This is a personal email- not a template

Homework Incomplete

Overview of Email Templates

1. First Response to Homework Incomplete - Grace Extended:

The teacher listens to the student's reason and decides generally to extend grace and allow a first warning.

2. Second Response to Homework Incomplete - Supervised Consequence:

The teacher has the student stay back at Recess for 10-20 minutes to work on the homework task and then the homework task is to be finished at home if not completed at recess.

3. Third Response to Homework Incomplete - Teacher:

The teacher sends a generic email to the student's parents/ caregivers to note that the student has not completed their homework on three occasions during the term. This could occur quickly within a term if homework is not being completed frequently. The teacher is also checking if there are any home circumstances making it difficult to complete homework at the moment. Parents / Caregivers are encouraged to communicate with the teacher if they are aware of the homework not being completed / if an extension is needed / a need to be excused etc.

4. Fourth Response to Homework Incomplete - Head/HOD:

The Head / HOD sends a generic email to the student's parents/ caregivers to note that their child is developing a habit of not completing their homework, despite previous attempts to assist them. Parents / caregivers are advised that if this situation persists, a meeting would be required with the Head / HOD and the child's teacher to discuss ways of assisting the student to attend to homework tasks. The Head / HOD is reiterating the request to discuss if there are any home circumstances making it difficult to complete homework at the moment. Parents / Caregivers are encouraged to communicate with the teacher if they are aware of the homework not being completed / if an extension is needed / a need to be excused etc.

5. Fifth Response to Homework Incomplete – Head/HOD:

The Head / HOD sends a generic email template and requests an interview with the student's parent / caregiver so that a face to face discussion can be had regarding the ongoing incomplete homework and the potential impact on their child's progress with their academic study and their attitude to appropriate expectations. During the face to face discussion, the teacher will have an opportunity to investigate any possible complexities preventing the student from completing homework and whether any special dispensations are required.

6. Sixth Response to Homework Incomplete – Deputy Principal/Principal:

This is a personal email from the Deputy Principal / Principal regarding the ongoing homework issues and an interview is requested.

Homework Incomplete Email Templates

First Response - Grace Extended

Second Response - Supervised Consequence

Third Response to Homework Incomplete - Teacher:

Email to Parent/Caregiver & Head/HOD

(insert date)

Dear (insert parent/caregiver's name)

RE: Homework Incomplete on Three Occasions in a Term: (insert student's name)

This email is just to make sure that you are aware that (insert student's name) has had incomplete homework three times this term. On the first occasion (insert date), (insert student's name) was asked to ensure that (insert he/she) completed the homework for the following day. On the second occasion (insert date), (insert student's name) was asked to stay back at Recess for 10-20 minutes to work on the task, and had myself available to assist (insert him/her) if required. (insert student's name) was then expected to complete the task at home if he had not finished. The most recent occasion of incomplete homework was on (insert date). If there are currently any circumstances making it difficult for John to complete homework tasks at the moment could you please email me to let me know so that we can work together to assist John, or alternatively, please feel free to make a time to come and speak with me if that would be better for you.

Kind regards

(insert class/care teacher's name)

Fourth Response to Homework Incomplete – Head/HOD:

Email to Parent/Caregiver & Teacher

(insert date)

Dear (insert parent/caregiver's name)

RE: Homework Incomplete – Persistent: (insert student's name)

This email is inform you that (insert student's name) is developing poor choices in relation to homework and frequently not completing set tasks. Unfortunately, despite repeated attempts from (insert student's name) teacher to assist in this area, and previous correspondence with you, homework tasks are still not being completed. This is having an impact on (insert student's name) learning and potentially his academic progress in general. It would be most beneficial if you could speak with (insert student's name) and assist (insert him/her) to attend to these tasks, assisting (insert him/her) to develop worthwhile study skills.

If this situation continues, it will be necessary for us to have a meeting to discuss how we might best address the problem productively.

Kind regards

(insert Head/HOD teacher's name)

Fifth Response to Homework Incomplete - Head/HOD:

Email to Parent/Caregiver & Teacher

(insert date)

Dear (insert parent/caregiver's name)

RE: Homework Frequently Incomplete: (insert student's name)

I am emailing to request that we have a meeting to discuss (insert student's name) general progress at school, as well as the manner in which (insert his/her) frequently incomplete homework is potentially impacting (insert his/her) learning. This is an important meeting and will be most beneficial if you could make a time for us to catch up and speak together.

Thank you in advance for your assistance in this matter.

Kind regards

(insert Head/HOD teacher's name)

Sixth Response to Homework Incomplete - Deputy Principal / Principal (interview requested)

This is a personal email from the Deputy Principal / Principal regarding the ongoing homework issues and an interview is requested.

Technology Misuse

Overview of Email Templates

1. First Response to Technology Misuse - Teacher:

The teacher sends a generic email template to the parent / caregiver detailing a description of the incident and informing of their child's computer account being suspended for three days. The parent / caregiver is asked to reinforce the College's expectations regarding technology use.

2. Second Response to Technology Misuse - Teacher:

The teacher sends a generic email template to the parent / caregiver alerting them to their child's second incident of technology misuse and their computer account being suspended for 6 days. They are informed that any subsequent breach of technology will be referred to the Deputy Principal for disciplinary action and the possible suspension of their child.

3. Third Response to Technology Misuse – Deputy Principal:

This is a personal email from the Deputy Principal regarding the technology misuse and relevant consequences, including any possible suspensions.

4. Fourth Response to Technology Misuse – Principal:

This is a personal email from the Principal regarding the incident and an interview is requested

Technology Misuse

Email Templates

First Response to Technology Misuse – Teacher:

Email to Primary Head / Secondary HOD (Design & Innovation), IT Manager & Parent/Caregiver

(insert date)

Dear (insert parent/caregiver's name)

Re: Breach of College's ICT Agreement: (insert student's name)

This email is to alert you that (insert student's name) breached the College's ICT Agreement by (insert description). As a consequence, (insert student's name) computer account will be suspended for 3 College days (insert dates).

It would be appreciated if you could reinforce the College's expectations regarding technology use at school.

Kind regards

(insert Head/HOD teacher's name)

Second Response to Technology Misuse – Teacher:

Email to Primary Head / Secondary HOD (Design & Innovation), IT Manager & Parent/Caregiver

(insert date)

Dear (insert parent/caregiver's name)

Re: Breach of College's ICT Agreement: (insert student's name)

This email is to alert you that (insert student's name) breached the College's ICT Agreement by (insert description). This is now the second occasion that (insert student's name) has not used the College's ICT resources in accordance with the guidelines. As a consequence, (insert student's name) computer account will now be suspended for 6 College days (insert dates).

Please note that any further breaches of the College's ICT Agreement may be considered as willful disobedience and will need to be referred to the Deputy Principal for further disciplinary action such as suspension.

Kind regards

(insert Head/HOD teacher's name)

Third Response to Technology Misuse – Deputy Principal:
Email to Primary Head / Secondary HOD (Design & Innovation), IT Manager & Parent/Caregiver

(insert date)

Dear (insert parent/caregiver's name)

Re: Persistent Technology Misuse: (insert student's name)

This is a personal email - not a template

Fourth Response to Technology Misuse – Principal – Interview Requested:

(insert date)

Dear (insert parent/caregiver's name)

Re: Persistent Technology Misuse: (insert student's name)

This is a personal email - not a template

Useful Strategies

Useful strategies for effective classroom practice and general behaviour management to be added in the next update for the start of the school year in 2021.