BEHAVIOUR MANAGEMENT POLICY

Category	Policy
Intended Audience	Academic staff, boarding staff, families & students
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Author(s)	Principal & Deputy Principal
Pages	10 (plus Appendix 1 table & Appendix 2 flowchart)
Implementation support documents	• Behaviour management contract template (DP) • Return from suspension interview template (DP) • Behaviour Management_Thinking about my b… • Behaviour Expectations _ Consequences Tabl… (Appendix 1) • Behaviour Management Flowchart.pdf (Appendix 2) • Risk management of individual student behaviour - (Staff Google drive) to be linked
Related Information	• Mediation Procedure.pdf • Anti-Bullying Policy.pdf • NEGS Attendance Policy • Uniform and Personal Presentation Statement.… • Student Use of Digital Devices and IT Stateme… • Excursion Policy.pdf • Sport Supervision Procedure.pdf • Prep Procedures.pdf
Authorised by	Executive

Rationale

NEGS is committed to developing accomplished, educated individuals with active, passionate and creative minds. We aim to create a caring and supportive Christian school environment where all students are able to learn, develop their self esteem and self discipline. This Behaviour Management Policy is necessary so that learning can occur effectively. Effective teacher-student relationships are essential to learning and established through pastoral care in the classrooms plus general and social interactions. The school provides life and learning experiences that are the gateway to our students' future therefore we believe it is important for our students to understand that actions have consequences and the individual student is the one responsible for their behaviour. We believe that managing behaviour is a whole school community responsibility: students, staff, caregivers and the broader community.

The School provides a safe and supportive learning environment which aims to:

- minimise risk and ensure students feel secure
- support the physical, social, academic, spiritual and emotional development of students
- provide student welfare policies and programs that develop a sense of worth and foster personal development.

Student Wellbeing Objectives

The School understands that students need to be taught how to identify and manage their emotions and behaviour, both so that they can engage effectively at school and so that the school and classroom environment is a safe and welcoming one for all students. Because of that, the School places particular focus on establishing a safe, supportive learning environment underpinned by the core values of the School: responsibility, integrity, excellence and teamwork.

The School wellbeing objectives are:

1.1. Providing a positive and safe learning environment, recognising that all members of the school community have rights and responsibilities.

1.2. Fostering an environment where respect, co-operation, forgiveness and resilience are valued.

1.3. Providing a network of relationships and practical assistance so that each individual has access to those who can support them.

1.4. Providing opportunities for students to learn through the formal curriculum and also recognise the importance of ongoing professional development in creating a supportive school environment.

1.5. Developing self-discipline and individual responsibility in all community members.

1.6. Ensuring the child's social and emotional development is supported and taking action to protect all children from all forms of abuse and neglect.

1.7. Respecting the rights of each individual and supporting the privacy and confidentiality of each individual.

1.8. Ensuring that roles and responsibilities of all members of NEGS staff, in promoting pastoral care and welfare, are explicit and clearly understood.

1.9. Regularly monitoring, reviewing and evaluating policies and programmes.

Context

This Behaviour Management Policy applies in classrooms, the boarding environment, the school grounds, excursions, camps and all other school functions and related activities.

Procedural Fairness

It is a legal requirement that policies relating to the discipline of students be based on procedural fairness. It is the responsibility of the school to determine incidents that may require disciplinary action and the nature of any penalties that may apply. Procedural fairness is a basic right of all when dealing with authorities. The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations

The "right to an unbiased decision" includes the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision maker

Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident to the student. This will usually involve providing an outline of the allegations made in witness reflections and, with due consideration to witness protection, will not include the sharing of student reflections with the parent.

As part of ensuring the right to be heard, schools should establish any need for parents/caregivers to be provided with interpreter services and, if required, make arrangements for such services to be available.

While it is generally preferable that different people carry out the investigation and decision making, in the school setting this may not always be possible. If the Principal is conducting both the investigative and decision making stages, he or she must be reasonable and objective. To be procedurally fair, the Principal must act justly and be seen to act justly.

In matters where a long suspension, expulsion or exclusion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion should be recorded in writing.

NEGS Code of Behaviour - Rights & Responsibilities

To have a positive and caring environment where all members feel safe, welcome, and able to work and learn, means that everyone must respect the rights and responsibilities of all groups in the school community.

Students at NEGS have the right to:	**Students at NEGS have a responsibility to:**
• a quality education • be given access to a broad range of activities • learn in a safe and supportive environment free from distraction or interference from others and where the atmosphere and facilities will enhance their prospect of achievement • be shown respect, courtesy and interest by other students, staff and adults • feel safe from discrimination, harassment or indoctrination • expect their person and property to be safe • the support and assistance of staff • feel proud of their school	• behave at all times in a respectful and courteous manner that shows regard for their own safety and that of others • conduct themselves in an exemplary manner at all times when representing the School • attend and be punctual to school and lessons • come to class prepared to participate in learning activities to the best of their ability and to be responsive to guidance and advice • interact courteously with all members of staff and other students • wear the uniform correctly and with pride • exercise self control and negotiate with others • respect the rights of other students to learn • care for their own property and respect the property of other students and the School • care for the environment and assist in keeping the grounds clean and tidy • respect the rules and guidelines as set out by staff • respect the rights of others to participate in activities and enjoy their time at NEGS
Staff have the right to:	**Staff have a responsibility to:**
• be recognised as professional educators • feel safe from discrimination, harassment or indoctrination • be shown respect and courtesy by other staff, students and members of the school community • have reasonable requests undertaken promptly • expect their person and property to be safe • discipline students fairly and in accordance with School policies • feel proud of their school	• prepare learning programs that cater for the interests and abilities of all students • act in a professional and collegial manner • treat all members of the school community with respect, courtesy and fairness • be prepared and on time for lessons • follow School policies and procedures • be involved in all facets of school operations • contact caregivers regarding student progress and behaviour
Parents/Caregivers have the right to:	**Parents/Caregivers have a responsibility to:**
• expect their child will be educated in a safe and supportive environment	• recognise the professional role of teachers in educating their child • cooperate with teachers, support staff and other members of the school community

• be shown respect and courtesy by staff, students and other members of the school community • have access to school personnel at mutually arranged times • educational support from the school • be informed about their child's progress • provide feedback about school matters	• support their child's education • encourage their child to accept school regulations and make appropriate behaviour choices • support staff in creating and maintaining a safe school environment • approach the school for appropriate support • inform the school of their child's learning, medical and socio-emotional needs in a timely manner

Levels for supporting positive behaviour and responding to inappropriate behaviour

The following levels are a guide that offer some examples of inappropriate behaviours, some possible strategies and corresponding level of referral.

Level 0: ongoing behaviour support	
• All students begin on Level 0 • Students are managing their own behaviour • Teachers prepare engaging and relevant lessons • Teachers establish a positive and productive classroom environment • Teachers discuss, explain and model expected behaviour to students • Teachers use positive language when interacting with students • Teachers communicate with students and parents in a timely manner • Teachers acknowledge and encourage positive behaviour • Students are encouraged to participate fully in all aspects of school life	All students are taught and supported by teachers
Levels 1 & 2: low-level behaviour support Some students require additional behaviour support from: their supervising teacher, HoF, Check In, Stage Advisor, psychologist and/or counsellor.	
Level 1 • For low- level behaviour that affects the teaching and learning process in the classroom. • Level 1 will generally be for repeated breaches of classroom rules, but may be for a single incident if the class teacher deems it to be necessary. • This may include failure to complete set tasks, being out of their seat, being off task, distracting other students, arriving late to class, eating/drinking in class, treating school property/others' property disrespectfully, calling out, low level insolence, annoying others, minor misuse of technology, unprepared for lessons • Student displaying such behaviours will be asked to have awareness and ownership of their behaviour	Level 1 is determined by the supervising teacher and the HoF is informed. Behaviour management is most effective when the supervising teacher retains ownership over the process. Level 1 is entered on the school database by the supervising teacher. Strategies include, but are not limited to: • discussion of rights and responsibilities • seating plan • detention • completion of *Thinking about my behaviour* questions • Level 1 class monitoring card (yellow) • caregiver(s) informed
Level 2 • Repeated or more serious behaviour including failure to complete Level 1 consequences. • This may also include: repeated low intensity use of	Level 2 is determined by the HoF in consultation with the supervising teacher. The HoFmonitors the student's progress with feedback from the teacher. This is entered on the school database by the HoF.

<table>
<tr><td>inappropriate language, engaging in persistent low-intensity poor behaviour, failure to respond to staff requests, inappropriate (but non-serious) use of technology, persistently arriving late to class, low-intensity misuse of property/equipment, leaving class without permission, repeated fractional truancy, out of bounds, serious breach of classroom safety, repeated non-completion of set tasks, cheating or plagiarism, major misbehaviour in the playground, low-intensity harassment
● Meaningful discussion between relevant parties such as students, teachers, caregivers and other professionals is used to support the student to make positive choices</td><td>Strategies include, but are not limited to:
● those previously mentioned
● referral to HoF
● Level 2 monitoring card with HF for 5-10 days (orange)
● parents informed
● short term removal from class (max 5 lessons)
● behaviour contract</td></tr>
<tr><td colspan="2">Levels 3 & 4: Comprehensive behaviour support
A few students require specific behaviour support from: Deputy Principal and/or Principal, Tutor, Stage Advisor, psychologist and/or counsellor, possible support from outside agencies.</td></tr>
<tr><td>Level 3
● Continued or extreme instances of misbehaviour or failure to complete Level 2 consequences.
● This may include continued disobedience, aggressive/dangerous behaviour that does NOT cause injury or pain to another, certain instances of bullying, provoking another student into aggressive behaviour, low level fighting (no physical violence), defiance of staff where there is NO use of abusive language, first offence of smoking.
● Meaningful discussion between relevant parties such as students, teachers, caregivers and other professionals is used to support the student to make positive choices
● There may be involvement of specialist staff or professionals</td><td>Level 3 is determined by the Deputy Principal and entered on the school database by DP. DP manages the behaviour of the student.

Strategies include, but are not limited to:
● those previously mentioned
● referral to DP
● Level 3 monitoring card by the DP for 5-10 days (red)
● parents informed
● pre-suspension warning and monitoring
● exclusion from the playground
● exclusion from non-mandatory excursions
● behaviour contract
● time out or withdrawal
● revoke privileges</td></tr>
<tr><td>Level 4
● Students will be placed on Level 4 and suspension will be implemented if they fail to complete Level 3 consequences
● Repeat smoking incidents, use of physical violence against a member of the school community, use of offensive/ abusive language which is directed at a staff member, highly inappropriate use of technology (e.g. for purposes of bullying, intimidation), malicious vandalism of school property, continued disobedience, persistent and serious misbehaviour, theft, possession of/using illegal drugs or alcohol, possession or use of weapons or implement used as a weapon, serious incidents of theft, persistent bullying/harassment, physical assault, conduct prejudicial to the good order of the school, bringing the school into disrepute.
● Meaningful discussion between relevant parties such as students, teachers, caregivers and other professionals is used to support the student to make positive choices
● There may be involvement of specialist staff, professionals or outside agencies</td><td>Level 4 is determined by the Deputy Principal and/or Principal and is entered on the school database by Deputy Principal and/or Principal. The Principal is involved when there are extreme instances of misbehaviour including zero tolerance behaviours.

Strategies include, but are not limited to:
● those previously mentioned
● internal suspension
● return from suspension student interview
● external suspension
● return from external suspension caregiver and student meeting
● modified attendance or timetable
● risk management plan
● pre-cancellation of enrolment warning and behaviour contract
● show due cause why student should continue schooling at NEGS</td></tr>
<tr><td colspan="2">*Note: progression through the disciplinary levels may be superseded by severe action requiring the immediate intervention by the Deputy Principal and/or Principal.</td></tr>
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Student Support

Students are supported by a team of people to assist them to make positive choices. This team is comprised of:

- Parents and caregivers
- Teachers
- Check In
- Stage Advisors
- Learning Support Coordinator
- School Health Centre Nurse
- Indigenous Student Support Teacher
- School Chaplain
- Boarding staff
- Head of Faculty
- Head of Boarding
- Deputy Principal
- Principal

Behaviour Management Strategies & Consequences

Behaviour management involves problem solving. It is delivered calmly. Its purpose is to teach and guide the student to behave differently next time by making appropriate choices. It is based on respect and it leads to self discipline and improved behaviour. Wherever possible, issues arising in the classroom, playground or boarding house are dealt with by the staff member who observed the incident or the relevant teacher or playground supervisor. Where the seriousness of the incident warrants it, staff will consult about the matter in line with the levels protocol and involve the appropriate members of staff such as the Head of Faculty (HoF), HoF on duty, or School Executive member. The focus on having the staff member who observed or experienced the behaviour deal with it is significant as it helps to maintain the relationship between the staff member and the student. It also means that incidents are dealt with promptly and avoids potentially having the authority of the staff member undermined by having to pass responsibility for dealing with an incident to someone else. All staff are required to use a consistent approach and to manage disciplinary discussions in a way that reinforces the right of all students and staff to feel safe and secure, and the need for every person at the school to act in a way that respects and supports that. The aim is for students to take responsibility for and adjust their behaviour.

Staff are required to respond to disciplinary matters in such a way that they:

- recognise and help the student to manage their emotional state
- support the student to understand the effect that their actions have on themselves and others
- help the student to think about why they are acting in a particular way
- encourage the student to take responsibility for their actions and the effect that they have on others
- involve the student in determining what they need to do to make things right and avoid the same thing happening again

Responses to inappropriate behaviour will take into consideration:

- the particular situation and context
- the individual circumstances and action of the student
- the needs and rights of school community members
- social justice issues
- the need to maximise the educational outcomes for all students

Students behaving in an unacceptable manner need to understand and experience the consequences of their actions. They will be supported in changing their behaviour for the better. Minor offences are dealt with by the supervising teacher and Head of Faculty. Repeat offences are recorded and disciplinary actions may involve the supervising teacher, Head of Faculty, Head of Boarding and/or the Deputy Principal. Some repeat offences may involve temporary exclusion from school (suspension). The Principal will be the one to determine length of absence from school and indiscretions will be noted on the student's file. At the Principal's discretion, and after discussion with the student and caregivers, serious or repeated misbehaviour may lead to permanent exclusion from the School.

The Education Reform Amendment (Corporal Punishment) Act 1995 has abolished corporal punishment in all NSW schools. Corporal punishment of a student means the application of physical force in order to punish or correct the student. The School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. From 1 February 1996, **no form of corporal punishment** is permitted within the school.

Detentions & Community Service

When utilising detention or community service as a form of disciplinary intervention, the School recognises that it is used to encourage students to adjust their behaviour. Because of that, the School requires the student to use the time in detention productively and the tasks that they perform during that time are structured to encourage the student to reflect on and/or redress their behaviour. School detentions may be required to take place during breaks, or before or after school. Completion of detentions is to take priority over other non-compulsory activities.

Confiscation of Student Property

The School has the authority to maintain discipline and provide a safe, supportive and responsive learning environment for both students and staff. To give effect to this authority, if any property or item is being used inappropriately by a student, staff have the power to confiscate the item.

Inappropriate use is defined as:

- contrary to any applicable school rules
- disruptive to the school's learning environment
- a risk to safety or wellbeing of students, staff or other people
- contrary to any reasonable direction given by school staff about the use of the item
- illegal or otherwise of a nature that causes significant concern for staff

Items that may be confiscated include, but are not limited to:

- mobile devices such as phones, tablets or portable gaming devices
- laptops or other portable computers and digital devices
- cameras, video cameras and other recording devices
- jewellery and other items that contravene the uniform policy

- clothing that is being used inappropriately, for example, used to strike other students
- toys, games, or other item that is being used inappropriately
- prohibited items such as matches or lighters, cigarettes, aerosol cans including deodorants and perfumes, laser lights, knives or other sharp implements, chewing gum and offensive images
- illegal material such as pornographic magazines or other publications, cigarettes, vapes, alcohol, drugs and firecrackers.

* If staff are aware of a student in possession of illegal drugs, suspected illegal drugs, prohibited or dangerous weapons, they are required to arrange for that to be reported to the police immediately via the Deputy Principal or Principal.

Staff will take action to securely store any personal property confiscated from a student. Arrangements will be made to return the item to the student or parent at an appropriate time, but not if the item is prohibited or illegal.

If a student refuses to hand over the item in question, staff are not to remove the property by force and staff should not put themselves at risk of injury. The staff member refers the student to the Deputy Principal or other member of the School Executive. A refusal to comply with a reasonable request to hand over any item will result in further consequences for defiance.

Staff must record the following on the School database when confiscating property from students:

- the property confiscated
- any prior warnings given to the student
- any action taken in relation to the property after it was confiscated

Inappropriate use of a **mobile device**, such as a phone, will result in disciplinary action, including, but not limited to, confiscation of the device depending on the nature of the offence. If students choose to bring their mobile phone to school, day students must have it in a lockable pouch and boarders must leave theirs in the boarding house. If they forget to do this and the phone goes off in class or a student is using it during the school day, any teacher is within their rights to confiscate the phone. For using a mobile phone during the school day, without permission, the following consequences apply:

- First offence - confiscated for 24 hours (overnight)
- Second offence - confiscated for a week
- Third offence - confiscated for the remainder of the term

This is done on a term by term basis.

Inappropriate use of a mobile device includes, but is not limited to:

- use of the device during the school day without permission
- charging the phone at school in a non-designated location
- bullying, intimidating or otherwise harassing others through SMS or text messaging or through photographic, video or other data transfer systems available on the phone or digital device

- recording of conversations, including lessons, without the knowledge and permission of the teacher or those involved in the conversation
- downloading, posting or otherwise accessing inappropriate material on the internet
- filming of fights or other criminal behaviour involving students that occur at school, during school activities or while on the way to or from school
- using the device in a way that threatens or is likely to threaten the safety of wellbeing or any person
- using it in a way that disrupts an individual's learning or is likely to disrupt the learning environment for others or interferes with the operation of the school
- use that is in breach of any law.

Student behaviour management contracts

Where a student demonstrates consistent disruptive or challenging behaviour or is involved in a serious incident, the School will set up a behaviour management contract with the student and caregivers. The need for a behaviour management contract will be triggered automatically when a student is involved in a serious incident. Where a student demonstrates ongoing disruptive or challenging behaviour the option of implementing a behaviour management contract will usually be raised by a staff member and implemented when there is agreement from the leadership team that it is likely to be a useful management strategy. The development of behaviour management contracts is coordinated by the Deputy Principal in collaboration with relevant staff members. A meeting will be convened involving relevant teaching and student wellbeing staff, the student and his/her caregiver(s). This group is referred to as a Student Support Team. The plan identifies clear actions that will be taken by staff, students and caregiver(s), and builds in regular review points. The frequency of these reviews depends on the nature and duration of the behaviour that is being managed. Teachers working with students who are on a behaviour management contract will often monitor student behaviour on a daily basis. When providing feedback to the student, and when conducting review sessions with caregiver(s), staff are careful to make sure that they acknowledge and praise the student's positive behaviour as well as identifying and working through areas requiring ongoing focus.

Time outs

The School recognises that students often need time to "cool down" after an incident that has required intervention by staff. Students may require access to the time out space for a designated period of time following an incident to give the student time to calm down and reflect on their behaviour. Teaching staff may also use time out as a prevention/early intervention. For example, when a teacher notices that a student is showing signs of frustration or early stage anger, they may speak with the student and suggest that they take time out to (re)settle. Depending on the state that the student is in when she arrives at the time out space, staff may speak to them about what has happened and debrief with them on that, or give them time to calm down and then debrief with them. Staff may get students to complete a structured self-reflection worksheet, such as 'Thinking about my behaviour' as part of that process to help students to think about what has happened, the role that they played in it, the harm caused by their actions and what they can do to make things right and avoid having the same thing happen

again.

A student may be issued a “time out” card as part of a support plan to help the student learn how to anticipate and manage her emotions and behaviour. If the student feels that she needs to, she can show the teacher the card and then move to the designated time out space to calm down and recollect herself. “Time out” cards that are given as part of a student behaviour management plan, are given on the basis that they are used in an appropriate way. If a student takes advantage of their time out card and uses it in an inappropriate way it is withdrawn.

Internal suspension, external suspension & cancellation of enrolment

The decision to suspend or expel students from school is not taken lightly; however, the School will do so where the student’s behaviour puts other students or staff at risk or is of a particularly serious nature. The School also uses internal school suspensions whereby students are required to complete their classwork outside of their normal class, usually under the supervision of a leadership team member and the student is also withdrawn from the playground during breaks. The length of external suspensions will be determined by the Principal. Only the Principal can cancel the enrolment of a student. Wherever possible, caregivers will be spoken to in person or by phone and then informed in writing about the process and outcome. A student returning from internal or external suspension will be required to participate in a return from suspension interview with the Deputy Principal before they can recommence normal participation in school. A student returning from external suspension will be required to participate in a return from suspension interview with the Deputy Principal along with their caregiver before they can recommence normal participation in school.