

Behaviour Management - Policy

Category	STUDENT - WELLBEING / BEHAVIOUR MANAGEMENT
Version	2025-03
Version By	Principal Deputy Principal Director of Wellbeing Head of Primary Head of Secondary
Based On	Student Enrolment Information Form (signed by parent) Staff and Casual Staff / External Providers CODES OF CONDUCT Parent Handbook <i>'Primary Behaviour Management – Policy and Procedure'</i> <i>'Secondary Behaviour Expectations'</i> <i>'Secondary Behaviour Management – Procedures'</i> <i>'Counselling – Policy'</i> <i>'Suspension – Procedure'</i> <i>'Termination of Enrolment: Expulsion – Procedure'</i> <i>'Record Retention – Policy'</i>
Next Review	2028-03
Other Central Locations	YES - Public YES - Parent Portal

Overview

NESA registration requires NBCS to have a school discipline policy which is based on procedural fairness and which involves parents in these processes of procedural fairness for suspension and expulsion, and to publish a summary of this policy in the Annual Report.

Policy

1. NBCS will clearly inform and remind students and parents of the 'student behaviour expectations', as set out in NBCS policy and found on the NBCS website in the Parent Portal. (See *'Primary Behaviour Management – Policy and Procedure'*, *'Secondary Behaviour Expectations'*, *'Secondary Behaviour Management – Procedures'* and *'Parent Handbook'*.)

2. Disciplinary measures will be imposed on a student who breaches the student behaviour expectations: i.e., disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to NBCS, staff or other students.
3. Investigation and management of misbehaviour incidents are undertaken with:
 - procedural fairness
 - assessment and management of student wellbeing
 - and in cases of repeated and/or significant misbehaviour, parental involvement.
4. Procedural fairness at NBCS will involve the following:
 - compliance with anti-discrimination legislation
 - the 'hearing rule', i.e. the right of the person against whom an allegation has been made to;
 - o know the allegation related to a specific matter and any other information which will be taken into account in considering the matter
 - o know the process by which the matter will be considered
 - o respond to the allegation
 - o know how to seek a review of the decision made in response to the allegation
 - the 'right to an unbiased decision', i.e. the right of the accused to;
 - o impartiality in an investigation and decision making
 - o an absence of bias by a decision maker, and
 - an appeal process.
5. A decision regarding the appropriate form of discipline will be based on information and evidence regarding:
 - the safety, care and welfare of other students and staff
 - the seriousness of the alleged offence
 - the past behavioural record of the studentIn Secondary:
 - this information and evidence will be used to place the student in one of four 'behaviour levels', which will be used to dictate the student's behaviour management process.
(See '*SECONDARY Behaviour Levels – Procedure*'.)
6. Corporal punishment in disciplining students is prohibited and NBCS staff will not ask a parent/guardian to use corporal punishment to discipline their child.
(See Staff and Casual Staff CODES OF CONDUCT.)
7. Suspension or expulsion decisions will typically arise from the following student behaviour:
 - continued disobedience (includes, but not limited to, breaches of student behaviour expectations)

- aggressive behaviour (e.g. hostile behaviour directed towards students and/or staff, property damage, bullying)
 - physical violence (safety and wellbeing of others at risk, either resulting in injury or not)
 - possession of a firearm or other prohibited weapon (as defined by the *Weapons Prohibition Act 1998* (NSW) Section 1, or knife (without reasonable cause)
 - use, supply or possession of a suspected illegal substance (not including alcohol or tobacco) or supply of a restricted substance, or assistance to another student to obtain such a substance
 - serious criminal behaviour related to the school (includes damage to NBCS property and/or student or staff property).
8. School fee implications of NBCS behaviour management are as follows:
- if the student is suspended, the parents must continue to pay all School Fees and other charges during any period when their child is suspended
 - if the student is expelled, the parents remain liable to pay all outstanding School Fees up to the end of the term in which the child is expelled, as well as all other charges incurred up to the date of expulsion.
- (See the '*Student Enrolment Information Form*' which parents sign at enrolment.)
9. Parents can appeal a decision of suspension or expulsion, via a procedurally fair process, only if in their opinion:
- correct procedures have not been followed, and/or
 - an unfair decision has been reached
- Substantive evidence will need to be provided.
(See '*Suspension – Procedure*' and '*Termination of Enrolment: Expulsion – Procedure*'.)
10. Roles and Responsibility
- a. The Principal is responsible for:
- making decisions of suspension and expulsion
 - in extreme circumstances, making a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the Association of Independent Schools and/or other schools.
- b. Director of Wellbeing is responsible for:
- managing the Wellbeing Team.
- c. Wellbeing Team is responsible for:
- training Teaching Staff on behaviour standards and guidelines for management
 - collecting information and evidence of the alleged offence which is used as the basis for behaviour management decision making
 - investigating and assesses significant misbehaviour, including a wellbeing assessment

- undertaking a risk assessment on the student prior to the School's discipline decision
 - making recommendations to the Principal regarding suspension and expulsion
 - where a risk of self-harm and/or harm to others is evident in a student who will be suspended or expelled, informing parents of the perceived risk and discussing risk-minimisation strategies
 - supporting a suspended student upon return to school
 - making and archiving secure and thorough records. (See '*Record Retention – Policy*'.)
- d. Teaching Staff, as per the AITSL Standards (see Appendix), are responsible for:
- organising classroom activities and provide clear directions (set classroom expectations that promote safety, respect and promote learning)
 - demonstrating knowledge of practical approaches to manage challenging behaviour and ensuring students' well-being and safety within school by implementing school, system, curriculum and legislative requirements, which at NBCS, includes;
 - o managing minor misbehaviour according to clear, pre-set guidelines (See '*Primary Behaviour Management – Policy and Procedure*' and '*Secondary Behaviour Management – Procedure*'.)
 - o liaising with the Wellbeing Team regarding repeating or escalating misbehaviour
 - o referring significant misbehaviour immediately to the Wellbeing Team and working with the team in subsequent management of the student.
- e. Parents are responsible for:
- upholding the rules of the School and other Policies of the School
 - encouraging their child to uphold the School's standards of behaviour
 - taking an active role, in partnership with NBCS, to modify the child's inappropriate behaviour
 - in the case of a suspended student, supervising their child
 - in the case of an expelled student, arranging alternative schooling.
- (See the '*Student Enrolment Information Form*' signed by parents at enrolment.)
- f. Students are responsible for:
- complying with NBCS behaviour expectations
 - Suspended students;
 - o cooperating with the requirements of suspension
 - o meeting the provisos of a return to school management plan
 - o modifying their behaviour as required by NBCS.

APPENDIX 1: AITSL STANDARDS

1. Teaching Staff: Manage Classroom Activities

Graduate	Proficient	Experienced	Highly Accomplished	Lead
Demonstrate the capacity to organise classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Develop with students orderly and workable routines that create an environment where the use of classroom time for learning is maximized.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.

2. Teaching Staff: Manage Challenging Behaviour

Graduate	Proficient	Experienced	Highly Accomplished	Lead
Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Negotiate and establish with students clear expectations for appropriate student behaviour and consequences for challenging behaviour.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.

3. Teaching Staff: Maintain Student Safety

Graduate	Proficient	Experienced	Highly Accomplished	Lead
Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.	Develop and implement strategies that ensure students' wellbeing and safety based on school and/or system, curriculum and legislative requirements.	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	Evaluate effectiveness of student well-being policies & safe working practices using current system, curriculum & legislative requirements and assist colleagues to update their practices.