



NEWCASTLE  
GRAMMAR  
SCHOOL

# **Behaviour Management Policy (Discipline)**

Policy Number (PN): 8.2.4

Reviewed: November 2024



## Current NGS Policies & Procedures

### 8.2.4 Behaviour Management Policy (Discipline)

**Reviewed:** June 2023

November 2024 – formatting and change to wording in ‘Students’ Responsibilities’.

**Due for review:** November 2025

#### 1. Introduction

Newcastle Grammar School (NGS) has policies and procedures that provide for student wellbeing and ensure an environment where risk of harm is minimised, continuity of learning is prioritised, and students feel safe.

#### 1.1 Purpose and Scope

NGS has implemented Student Behaviour Management Plans (see Appendix 1) and Staff, Parent and Student Codes of Conduct to promote a supportive environment. NGS aims to create a learning environment where students are treated with respect and fairness by teachers, other staff and peers and where all members of the school community feel valued. All students and members of staff are bound by our RISE Values and are expected to interact with each other abiding by these values and conduct themselves responsibly every day.

This Policy and its Procedures apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

This policy applies to students, families, staff, contractors, volunteers and visitors of the School.

## 2. Policy

NGS is committed to developing students' sense of self-worth and fostering personal development. Our Student Code of Conduct outlines appropriate student behaviours which contribute to the functioning of our School as a safe and supportive learning environment for every student. At NGS we believe in adopting proactive strategies for defining, teaching, encouraging and supporting appropriate student behaviours in order to enhance learning and wellbeing.

NGS does not tolerate any form of bullying behaviour including online (or cyber) bullying.

It is our expectation that all member of the school community:

- demonstrate the School's values of Respect, Integrity, Service and Excellence;
- act safely;
- treat ourselves and others with dignity and respect;
- act with empathy, honesty and fairness;
- strive to bring the best version of ourselves to school each day;
- value and respect the physical, social, emotional and intellectual environment in which we have been given the opportunity to flourish;
- take responsibility for learning and behaviour choice.

## 3. Roles and Responsibilities

### 3.1 Head of School

The Head of School will ensure NGS implements and regularly reviews Behaviour Management Plans, which includes all steps to build a safe and supportive learning and teaching environment that prioritise continuity of learning.

### 3.2 NGS Staff

Will take reasonable care for the safety and wellbeing of students at school or when involved in a school activity. NGS staff will implement classroom behaviour management and preventative strategies which promote respectful relationships. NGS staff will notify Executive staff and maintain a confidential record of any alleged bullying matter that is brought to their attention.

NGS staff will always model our RISE Values and non-bullying behaviour including tolerance and acceptance

### 3.3 NGS Students

At NGS, all students and members of staff are bound by our RISE Values Statement and are encouraged to interact with each other abiding by these values and conduct themselves responsibly on a daily basis.

All students should expect the right to be happy and to be treated with fairness, empathy and respect; this means being able to move about the School or online feeling accepted and respected by all members of the community. All student must abide by the *Student Code of Conduct* and adhere to the following responsibility:

'I have a responsibility to see that I do not laugh at, hit, push, threaten, exclude or in any way denigrate or disrespect other people in our School. I also have the responsibility to do all that I can to ensure all members of our School community are safe and treated with fairness, empathy and respect. I understand that I have a responsibility to report anything that I believe does not meet the standards and rights of each student at this School.'

### 3.4 Parents/Guardians

Parents/guardians are expected to support the values of Newcastle Grammar School and abide by the *Parental Code of Conduct*. If parents/guardians become concerned with aspects of the School's Behaviour Management Plan or Student Code of Conduct, they are encouraged to contact the appropriate member of staff – usually in the first instance the student's classroom teacher (K-6) or Head of Wellbeing K-6 or Head of House (7-12), or Deputy Head of School. Parents/guardians are encouraged to refer to the *Complaints and Grievance Resolution Policy and Procedures – School Community* in the event they are dissatisfied with an educational and/or operational matter relating to services provided by the School.

## 4. Procedural Fairness

Policies related to the discipline of students are 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. The process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, must be procedurally fair.

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. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, the School will establish any need for parents/guardians to be provided with interpreter services and, if required, make arrangements for such services to be available.

Where a student's misbehaviour is judged to be of a very serious nature, suspension and/or expulsion may be used as sanctions. The Head of School will always be involved in such cases and such decisions are at their discretion. In particular, where consideration is being given to the expulsion of a student from the School, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

## 5. Corporal Punishment

Corporal punishment is the application of physical force to punish or correct the student, but not including the application of force to prevent personal injury to, or damage to, or the destruction of property of, any person (including the student).

Newcastle Grammar School:

- **expressly prohibits corporal punishment**
- does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

## 6. Related Policies

- Student Code of Conduct
- Parent Code of Conduct
- Bullying Prevention and Intervention Policy
- Complaints and Grievance Resolution Policy and Procedures - School Community
- Child Safe Policy
- Enrolment Policy

## APPENDIX 1



### Three Level Behaviour Management Plan Kindergarten to Year 1

Goal: To provide optimum opportunities for the learning engagement and well-being of every student

Level	Behaviour	Responsibility	Communication	Action
3	<p><b>A deliberate act that causes unacceptable risk to the health and safety of teachers or peers.</b></p> <ol style="list-style-type: none"> <li>1. Deliberately hurts another student</li> <li>2. Deliberately humiliates others</li> <li>3. Deliberately misuses School property/equipment</li> <li>4. Deliberately disobeys teacher's instructions</li> <li>5. Deliberately uses offensive language/gestures towards another student</li> <li>6. Deliberately throwing an item at another student</li> <li>7. Threatening harm to another student</li> </ol> <p><b>Repeated Level 3 will result in a parent meeting with Head of Primary to review student enrolment</b></p>	Teacher who witnessed behaviour informs: Head of Primary, Deputy Head of Primary or Head of Wellbeing	<p><b>Reflection Conversation</b></p> <ul style="list-style-type: none"> <li>o Written apology</li> <li>o Head of Primary, Deputy Head of Primary or Head of Wellbeing completes a Pastoral Care entry</li> <li>o Parents contacted</li> </ul>	<p><b>Counselling</b></p> <ul style="list-style-type: none"> <li>o Student completes a reflection activity</li> <li>o Playground suspension</li> <li>o In-school suspension</li> <li>o Behaviour management plan</li> <li>o Full school suspension</li> <li>o Show cause</li> </ul>
2	<ol style="list-style-type: none"> <li>1. Preventing others from learning/playing (exclusion)</li> <li>2. Hands on others that could be unsafe</li> <li>3. Repeated Disobedience</li> <li>4. Stealing</li> <li>5. Continued uniform Breach</li> <li>6. Out of Bounds</li> </ol> <p><b>Repeated Level 2 at the discretion of the PLT results in Level 3 Communication and Action</b></p>	Teacher/staff member/coach who witnessed behaviour	<ul style="list-style-type: none"> <li>o Apology</li> <li>o Teacher who witnessed the behaviour completes a Pastoral Care entry</li> <li>o Parents contacted if warranted</li> </ul>	<p><b>Stop Sign – 10 minutes</b></p> <ul style="list-style-type: none"> <li>o Teacher who placed the student on the STOP sign monitors time and notifies Head of Wellbeing.</li> <li>o Reflection task completed with Head of Wellbeing</li> </ul>
1	<ol style="list-style-type: none"> <li>1. Displaying an aggressive attitude towards another student</li> <li>2. Not following the rules while playing a game with others</li> <li>3. Interfering with another person's game</li> <li>4. Mocking others – negative language/laughter/making faces</li> <li>5. Offensive language/crude behaviour</li> <li>6. Touching another person's property without permission</li> <li>7. Accidentally touches someone or invades their personal space</li> <li>8. Deliberately Littering</li> <li>9. Splashing water at others</li> </ol> <p><b>Repeated Level 1 at the discretion of the PLT results in Level 2 Communication and Action</b></p>	Teacher/staff member/coach who witnessed behaviour	<ul style="list-style-type: none"> <li>o Apology</li> <li>o Teacher who witnessed the behaviour completes a Pastoral Care entry</li> </ul>	<ul style="list-style-type: none"> <li>o Reflection conversation with teacher who witnessed behaviour</li> <li>o 5 minute related consequence</li> </ul>



### Three Level Behaviour Management Plan Year 2 to Year 4

Goal: To provide optimum opportunities for the learning engagement and well-being of every student

Level	Behaviour	Responsibility	Communication	Action
3	<p><b>A deliberate act that causes unacceptable risk to the health and safety of teachers or peers.</b></p> <ol style="list-style-type: none"> <li>1. Deliberately hurts another student</li> <li>2. Deliberately humiliates others</li> <li>3. Deliberately misuses School property/equipment/technology</li> <li>4. Deliberately disobeys teacher's instructions</li> <li>5. Deliberately uses offensive language/gestures towards another student</li> <li>6. Deliberately throws an item at another student</li> <li>7. Threatening harm to another student</li> <li>8. Causing embarrassment or humiliation to another student online</li> </ol> <p><b>Repeated Level 3 will result in a parent meeting with Head of Primary to review student enrolment</b></p>	Teacher who witnessed behaviour informs: Head of Primary, Deputy Head of Primary or Head of Wellbeing	<p><b>Reflection Conversation</b></p> <ul style="list-style-type: none"> <li>o Written apology</li> <li>o Head of Primary, Deputy Head of Primary or Head of Wellbeing completes a Pastoral Care entry</li> <li>o Parents contacted</li> </ul>	<p><b>Counselling</b></p> <ul style="list-style-type: none"> <li>o Student completes a reflection activity</li> <li>o Playground suspension</li> <li>o In-school suspension</li> <li>o Behaviour management plan</li> <li>o Full school suspension</li> <li>o Show cause</li> </ul>
2	<ol style="list-style-type: none"> <li>1. Repeated disobedience</li> <li>2. Offensive language in presence of teachers</li> <li>3. Hands on others that could be unsafe</li> <li>4. Preventing others from learning/playing (exclusion)</li> <li>5. Stealing</li> <li>6. Continued uniform Breach</li> <li>7. Out of Bounds</li> </ol> <p><b>Repeated Level 2 at the discretion of the PLT results in Level 3 Communication and Action</b></p>	Teacher/staff member/coach who witnessed behaviour	<ul style="list-style-type: none"> <li>o Apology</li> <li>o Teacher who witnessed the behaviour completes a Pastoral Care entry</li> <li>o Parents contacted if warranted</li> </ul>	<p><b>Stop Sign – 20 minutes</b></p> <ul style="list-style-type: none"> <li>o Teacher who placed the student on the STOP sign monitors time and notifies Head of Wellbeing.</li> <li>o Reflection task completed with Head of Wellbeing</li> </ul>
1	<ol style="list-style-type: none"> <li>1. Displaying an aggressive attitude towards another student</li> <li>2. Not following the rules while playing a game with others</li> <li>3. Interfering with another person's game</li> <li>4. Mocking others – negative language/laughter/making faces</li> <li>5. Offensive language/crude behaviour</li> <li>6. Touching another person's property without permission</li> <li>7. Accidentally touches someone or invades their personal space</li> <li>8. Deliberately Littering</li> <li>9. Splashing water at others</li> </ol> <p><b>Repeated Level 1 at the discretion of the PLT results in Level 2 Communication and Action</b></p>	Teacher/staff member/coach who witnessed behaviour	<ul style="list-style-type: none"> <li>o Apology</li> <li>o Teacher who witnessed the behaviour completes a Pastoral Care entry</li> </ul>	<ul style="list-style-type: none"> <li>o Reflection conversation with teacher who witnessed behaviour</li> <li>o 10 minute related consequence</li> </ul>

Level	Behaviour	Responsibility	Communication	Action
<b>3</b>	<p><b>A deliberate act that causes unacceptable risk to the health and safety of teachers or peers.</b></p> <ol style="list-style-type: none"> <li>1. Deliberately hurts another student</li> <li>2. Deliberately humiliates others</li> <li>3. Deliberately misuses School property/equipment/technology</li> <li>4. Deliberately disobeys teacher's instructions</li> <li>5. Deliberately uses offensive language/gestures towards another student/staff</li> <li>6. Serious ongoing bullying behaviour</li> <li>7. Threatening harm to another student</li> <li>8. Vandalism</li> <li>9. Causing embarrassment or humiliation to another student online</li> </ol> <p><b>Repeated Level 3 will result in a parent meeting with Head of Primary to review student enrolment</b></p>	Teacher who witnessed behaviour informs: Head of Primary, Deputy Head of Primary or Head of Wellbeing	<p><b>Reflection Conversation</b></p> <ul style="list-style-type: none"> <li>o Written apology</li> <li>o Head of Primary, Deputy Head of Primary or Head of Wellbeing completes a Pastoral Care entry</li> <li>o Parents contacted</li> </ul>	<p><b>Counselling</b></p> <ul style="list-style-type: none"> <li>o Student completes a reflection activity</li> <li>o Playground suspension</li> <li>o In-school suspension</li> <li>o Behaviour management plan</li> <li>o Full school suspension</li> <li>o Show cause</li> </ul>
<b>2</b>	<ol style="list-style-type: none"> <li>1. Verbal or physical harassment of staff or students</li> <li>2. Preventing others from learning/playing (exclusion)</li> <li>3. Inciting inappropriate behaviour in others</li> <li>4. Gross insolence</li> <li>5. Offensive language in presence of teachers/students</li> <li>6. Continued inappropriate use of technology</li> <li>7. Hands on others that could be unsafe</li> <li>8. Out of Bounds</li> </ol> <p><b>Repeated Level 2 at the discretion of the PLT results in Level 3 Communication and Action</b></p>	Teacher/staff member/coach who witnessed behaviour	<ul style="list-style-type: none"> <li>o Apology</li> <li>o Teacher who witnessed the behaviour completes a Pastoral Care entry</li> <li>o Parents contacted if warranted</li> </ul>	<p><b>Stop Sign – 20 minutes</b></p> <ul style="list-style-type: none"> <li>o Teacher who placed the student on the STOP sign monitors time and notifies Head of Wellbeing.</li> <li>o Reflection task completed with Head of Wellbeing</li> </ul>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Discourtesy, insolence, disobeying a reasonable instruction</li> <li>2. Disruption to the learning process</li> <li>3. Displaying an aggressive attitude towards another student</li> <li>4. Offensive language/crude behaviour/teasing/pushing/shoving</li> <li>5. Inappropriately touches someone or invades/interferes with their personal space, game or equipment</li> <li>6. Mocking others – negative language/laughter/making faces</li> <li>7. Inappropriate/unsafe playground activities</li> <li>8. Inappropriate use of technology</li> <li>9. Inappropriate attention seeking</li> <li>10. Inappropriate wearing of the school uniform/personal grooming</li> <li>11. Homework incomplete</li> <li>12. Deliberately littering</li> <li>13. Late to class</li> </ol> <p><b>Repeated Level 1 at the discretion of the PLT results in Level 2 Communication and Action</b></p>	Teacher/staff member/coach who witnessed behaviour	<ul style="list-style-type: none"> <li>o Apology</li> <li>o Teacher who witnessed the behaviour completes a Pastoral Care entry</li> <li>o Parents contacted if warranted</li> </ul>	Not an exhaustive list: <ul style="list-style-type: none"> <li>o Reflection conversation with teacher who witnessed behaviour</li> <li>o Working in withdrawal space</li> <li>o Lunchtime written reflection</li> <li>o Removal of privileges</li> </ul>

Level	Behaviour	Responsibility	Communication	Action
<b>3</b>	<p>Students continue to breach School discipline in spite of intervention by classroom teachers and Heads of House / Head of Department or a serious Level 3 one-off behaviour:</p> <p>Incidents that are serious breaches of discipline and/or behaviour which may include (not an exhaustive list):</p> <ol style="list-style-type: none"> <li>1. Vandalism</li> <li>2. Swearing directly at a teacher</li> <li>3. Verbal or physical harassment of Staff</li> <li>4. Unlawful behaviour or possession / sale / distribution of illicit substances</li> <li>5. Gross insolence</li> <li>6. Repeated truancy</li> <li>7. Serious ongoing bullying behaviour online or in person</li> <li>8. Inappropriate use of IT facilities and internet access</li> <li>9. Unauthorised recording or photography of any member of School staff</li> <li>10. Cases of repeated truancy or unexplained absence</li> <li>11. Bringing the School into disrepute or offending a staff member on Social Media</li> <li>12. Significant inappropriate use of technology</li> <li>13. Bringing a weapon to School / Threatening behaviour</li> </ol> <p><b>Repeated Level 3 in one term – in-school suspension</b></p> <p><b>ANY further Level 3 will result in a parent meeting with Head of House, Deputy Head of School or Head of School to review student enrolment</b></p>	Deputy Head of School  Head of School	<ul style="list-style-type: none"> <li>o Interview with Head of House, Student and Parent(s), School Psychologist</li> <li>o Meeting of Serious Concern</li> <li>o Show Cause (in consultation with Head of School)</li> </ul>	<p>Consequences and strategies available (not an exhaustive list)</p> <ul style="list-style-type: none"> <li>o Saturday Reflection</li> <li>o Behaviour Contract Issued</li> <li>o Counsel Student</li> <li>o Employ Restorative practices</li> <li>o Student / Head of House Agreement</li> <li>o class performance review</li> <li>o Probation</li> <li>o Suspension</li> <li>o Show Cause Meeting</li> </ul> <p><b>Intervention by Head of School</b></p> <ul style="list-style-type: none"> <li>o Expulsion</li> </ul>
<b>2</b>	<p>May include (not an exhaustive list):</p> <ol style="list-style-type: none"> <li>1. Teasing, pushing, shoving</li> <li>2. In instances of continued disruptive and/or inappropriate behaviour where the consequences outlined in Level 1 have been applied to no avail</li> <li>3. Failure to attend lunchtime reflection</li> <li>4. Truancy from class</li> <li>5. Swearing</li> <li>6. Bullying behaviour</li> <li>7. Cases of more serious inappropriate behaviour in which case the classroom teacher may choose to inform the Head of House and/or Head of Department</li> </ol> <p><b>Repeated Level 2 at the discretion of the teacher results in a Level 3</b></p>	Head of Department  Head of House	<p>By Classroom teacher and/or Mentor Teacher to:</p> <p>Head of House and/or Head of Department</p> <ul style="list-style-type: none"> <li>o Contact parents / guardians</li> <li>o Record of incidents in Student digital file</li> </ul>	<p>Consequences and Strategies available to the Head of House / Head of Department:</p> <ul style="list-style-type: none"> <li>o Counselling</li> <li>o Extra work set</li> <li>o Classroom seating plan</li> <li>o Lunchtime reflection</li> <li>o Contract / Monitor Card</li> <li>o Department specific consequences</li> <li>o After School Reflection (3.30pm-4.30pm – Teacher to notify parents)</li> </ul>
<b>1</b>	<p>May include (not an exhaustive list):</p> <ol style="list-style-type: none"> <li>1. Homework incomplete</li> <li>2. Unprepared or late for classes</li> <li>3. Discourtesy, insolence, disobeying a reasonable instruction</li> <li>4. Inappropriate attention seeking behaviour such as constant talking, minor swearing</li> <li>5. Inappropriate wearing of the School uniform and/or personal grooming</li> <li>6. Disruption to the teaching / learning process</li> </ol> <p><b>Repeated Level 1 at the discretion of the teacher results in a Level 2</b></p>	Classroom Teacher  Playground Supervisor	<ul style="list-style-type: none"> <li>o Contact parents / guardian</li> </ul>	<p>Possible consequences imposed by classroom teacher (not an exhaustive list):</p> <ul style="list-style-type: none"> <li>o Lunchtime reflection</li> <li>o Department specific consequences</li> <li>o Classroom seating plan changed</li> <li>o Extra work set</li> <li>o Meeting with Head of House</li> <li>o Counselling</li> </ul>