



## Behaviour Management and Discipline Policy

---

### Policy

Hunter Valley Grammar School's values, (Responsibility, Integrity, Respect, Citizenship, Courage, Compassion, Optimism and Gratitude), provide the framework for the School's Behavior Management and Discipline Policy.

The School's behaviour management strategies include addressing issues such as behaviour management and discipline, bullying and harassment, student health and well-being, improved relationships and personal achievement. These strategies empower students to build social skills, resilience and responsibility.

The policy incorporates, as appropriate, principles of procedural fairness and natural justice and expressly prohibits corporal punishment.

### Relevant Legislation

The policy has been developed with regard to legal requirements embedded within various legislation including:

- Anti-Discrimination Act 1977 (NSW)
- Disability Discrimination Act 1992 inc Disability Standards for Education 2005 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Children and Young Persons (Care & Protection) Act 1998
- Commission for Children & Young People Act 1998 (as amended by Child Protection Legislation Amendment Act 2003)
- Civil Liabilities Act 2002
- Australian Human Rights Commission Act 1986

### Resources

The School will provide the appropriate resources and structure to facilitate the implementation of this policy  
The Heads of School will be responsible for the implementation of this Policy and Guidelines.

### Evaluation

The Board is responsible for evaluating compliance with the policy. Evaluation will be facilitated by means of:

- Principal's Report to every Board Meeting;
- Minutes from Board Committee Meetings.

### Record of Review

Version	Date	Description
1	November 2007	New policy document endorsed by the board
2	May 2012	Policy document reviewed and amended
3	February 2019	Policy document reviewed and amended
4	April 2021	Planned review

*The School's policies, which are made from time to time, are made pursuant to the registration requirements set out in section 47 of the NSW Education Act and NSW Education Standards Authority.*

Title	Endorsed	Revision Status	Planned Review	Page
Behaviour Management & Discipline Policy & Guidelines	November 2007	Version 3	April 2021	1 of 14



## Guidelines

### Behaviour Management and Discipline – Senior School

---

The underpinning approach to behaviour management at HVGS is to encourage in students a commitment to the School's eight values: Responsibility, Integrity, Respect, Citizenship, Courage, Compassion, Optimism and Gratitude.

Hunter Valley Grammar School neither uses nor condones the use of corporal punishment.

***The Behaviour Management framework at HVGS is underpinned by the following rights and responsibilities:***

#### ***Rights***

- The right of all staff, students, parents and visitors to be treated with dignity and respect.
- The right of all staff, students, parents and visitors to be free from harassment, physical abuse, emotional abuse and verbal abuse.
- The right of all staff, students, parents and visitors to be communicated with clearly, politely and respectfully.
- The right of all students to feel secure in an environment free from negative actions from others and from harmful substances and objects.
- The right of students to study, work and pursue activities in pleasant, well-kept surroundings.
- The right of staff to pursue their work unhindered by disorder or disrespect.
- The right of staff to find fulfillment in their vocation.
- The right of students to feel proud of their School uniform.
- The right of students to learn through a range of learning styles and teaching practices.
- The right of students to solve their own problems when appropriate and manage their own behaviour.
- The right of students to understand and have prior knowledge of the consequences of inappropriate behaviour.
- The right of students to have their personal belongings treated with care.

***From these rights come a set of responsibilities with respect to:***

- Appropriate classroom behaviour.
- Appropriate out of class behaviour.
- Harassment (physical and non-physical) and bullying.
- Uniform, dress and appearance.
- Property, belongings and the environment.
- Acceptable use of the internet, email and mobile devices.
- Smoking, alcohol and illegal drugs.
- Consideration for the ethos and values of HVGS.
- Consideration of the work of other's in the class.

Title	Endorsed	Revision Status	Planned Review	Page
Behaviour Management & Discipline Policy & Guidelines	November 2007	Version 3	April 2021	2 of 14

***The following particular behaviours are unacceptable in the HVGS community:***

- Disrespect and contempt for the ethos and values of Hunter Valley Grammar School.
- Obvious disregard for uniform expectations.
- Disruptive behaviours which affect the learning of others and which affect the teacher's capacity to teach uninterrupted.
- Deliberate dropping of litter.
- Use of obscene or offensive language, or images designed to offend.
- Inappropriate noisy and boisterous behaviour.
- Harassment, intimidation and bullying.
- Truancy or leaving in- bounds areas.
- The throwing or projecting of any object in the School grounds or elsewhere unless a sanctioned activity.
- Spitting and/or chewing gum.
- Graffiti and vandalism in all forms.
- Deliberate damage to property, facilities and others' belongings.
- Being in possession of dangerous and/or restricted items.
- Alcohol, cigarettes and illegal drugs.
- Unlawful behaviour.
- Inappropriate physical contact.
- Cheating in any context.
- Inappropriate use of technology and social networking sites.

***The following items are restricted and must not be brought to School, except under extenuating circumstances and with the approval of the Head of School:***

- Large amounts of cash.
- Aerosol spray cans of any sort (including deodorant).
- Pocket knives, sheath knives or metal rulers.
- Expensive computer materials or software (without Head of School permission).
- Infra-red hand controllers of any type.
- Inappropriate magazines or comics.
- Replica guns or pistols.
- Electronic games.

If unacceptable items, including those listed above, are brought to School, they will be confiscated, held by the Head of School and will only be returned to a parent.

Title	Endorsed	Revision Status	Planned Review	Page
Behaviour Management & Discipline Policy & Guidelines	November 2007	Version 3	April 2021	3 of 14

*Classifying behaviours to apply appropriate consequences*

<b>1. LOW LEVEL</b>	
<p><b>Examples of minor incidents or isolated instances (handled by Classroom Teacher with notification given to the Head of Faculty and Mentor)</b></p> <p><b>Misbehaviour/Uncooperative Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ Homework not complete</li> <li>▪ Not bringing equipment and materials for class</li> <li>▪ Lateness for class</li> <li>▪ (Non-sanctioned) eating in class</li> <li>▪ Minor uniform breaches, general untidiness, item of uniform missing</li> <li>▪ Being in classrooms unsupervised</li> <li>▪ Littering; failure to clean up after self</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>▪ Impoliteness without purposeful intent</li> <li>▪ Indifference to a reasonable request</li> <li>▪ Fooling about by pushing &amp; shoving</li> <li>▪ Consumption of food or drink in classrooms (except under specific teacher direction, e.g. DTE)</li> </ul> <p><b>Attention Seeking</b></p> <ul style="list-style-type: none"> <li>▪ Constant talking or excessive noise</li> <li>▪ Disruptive behaviour</li> <li>▪ Bouncing balls during lesson</li> <li>▪ Using inappropriate language but not obscenities or foul language</li> <li>▪ Body noises</li> <li>▪ Asking inappropriate questions</li> </ul> <p><b>Academic Responsibility</b></p> <ul style="list-style-type: none"> <li>• Poor focus in class</li> <li>• Non- completion of homework</li> <li>• Poor practical work</li> <li>• Lack of engagement with lesson material and course material</li> </ul>	<p><b>Consequences of Low Level 1 misbehaviour (handled by Classroom Teacher with possible reference to Head of Faculty and Mentor)</b></p> <p>To be dealt with at the Teacher level with the following possible consequences, amongst others</p> <ul style="list-style-type: none"> <li>▪ Brief problem solving discussion with student</li> <li>▪ One-to-one discussion between student and teacher</li> <li>▪ Email or phone call to parents</li> <li>▪ Time out/withdrawal in classroom</li> <li>▪ Lunch time detention</li> <li>▪ Confiscating restricted items, or jewellery</li> <li>▪ Withdrawal of privileges</li> <li>▪ Referral of student to Mentor</li> <li>▪ Academic issues may be referred to the Head of Year and Mentor</li> </ul>

**2. MID LEVEL**

**Examples of repeated or more serious misbehaviour (handled by Mentor with reference to/involvement of the Head of House)**

- Failure to attend lunch detention
- Leaving the class without approval
- Any of the low level misbehaviours on a consistent basis, in which a pattern of misbehaviour is appearing:
  - persistently wearing the uniform poorly
  - regularly late to class
- Blatant disobedience, discourtesy or insolence
- Back-chatting
- Water fights
- Chewing gum/spitting
- Throwing of objects in the School grounds or elsewhere; likely to cause harm or damage (e.g. stones)
- Truancy from a lesson
- Damage to School property or equipment
- Misbehaviour outside of School grounds
- Inappropriate noisy and boisterous behaviour causing a major disruption of learning
- Offensive teasing, including personal, racist or sexist taunts
- Bullying
- Harassment
- Use of a mobile 'phone or MP3 device contrary to the rules
- Inappropriate behaviour on Social Media sites
- Absence from proper place (e.g. assembly) during School time
- Possession of (non dangerous) restricted items such as spray deodorant

**Academic Responsibility:**

- Consistent non completion of homework
- Failure to submit work for progress checks as appropriate
- Poor work ethic over a period of time

**Consequences of Mid Level 2 misbehaviour**

**To be dealt with at the Mentor/Head of House level after advice supplied by the teacher(s) concerned with the following possible consequences:**

- Email notification to parent, telephone call to parent or formal letter of concern
- Parent interview with student
- Detentions to allow student to catch up on work
- Behaviour contract applied
- Student Monitoring Cards applied
- Wednesday afternoon detention (3-4pm)
- Work detail
- Internal Suspension
- Academic issues may be referred to the Head of Year

### 3. HIGH LEVEL

- **Persistent or unrestrained repetition of less serious misbehaviour as well as more serious acts**
- **Students who, in spite of earlier intervention, continue to breach School discipline.**
- **Incidents involving any student which are serious breaches of discipline and/or behaviour.**

This level includes by way of example:

**(a) Serious misconduct**

- All vandalism including School property, transport, personal items (e.g. books, cars, bicycles)
- Unacceptable moral behaviour involving:
  - self (exposure/abuse)
  - other persons (soliciting/sexual harassment; consorting acts)
- Offensive material (pornography, illustrations)
- Highly inappropriate use of Social Media sites
- Obscene or offensive behaviour (including spitting) and language
- Swearing directed at a teacher
- Graffiti in all forms

**(b) Use/possession/sale/distribution of substances involving:**

- Bringing (dangerous) restricted items to School
- Alcohol
- Prohibited drugs
- Cigarettes
- Actions which could endanger the health of self/others (e.g. glue sniffing)

**(c) Unlawful behaviour such as:**

- Theft, assault, illegal entry, possession, extortion, bomb hoaxes, use of dangerous weapon/harmful object, forgery, arson

**(d) Defiant non-compliance**

- Persistent/willful disruption
- Incurable behaviour
- Gross insolence

**Consequences of High Level 3 misbehaviour**

To be dealt with at the Head of House/Head of School level, after discussion with the Mentor and Head of House concerned, with the following possible consequences, amongst others:

- Parent interview following telephone notification
- Mandated attendance at Homework Group after school
- Behaviour contract applied
- Saturday morning detention
- Support services may be involved
- Restitution may be required
- Police referral (Head of School to approve)
- External suspension (Principal to approve)
- Exclusion (Principal)
- Cancellation of enrolment (Principal)

Title	Endorsed	Revision Status	Planned Review	Page
Behaviour Management & Discipline Policy & Guidelines	November 2007	Version 3	April 2021	6 of 14

- Flagrant truancy
- Failure to comply with instructions/rules/policies of the School
- Unacceptable behaviour in class, grounds or while travelling to or from venue
- Unwillingness to participate/cooperate in behaviour management strategies & plans
- Breach of negotiated management plan/probationary contract.

**(e) Academic Responsibilities**

- Non submission of tasks without providing sufficient grounds as per the Assessment Policy for the appropriate Year Group
- Disruption to the orderly conduct of lessons which prevents others from engaging with the material being covered
- Plagiarism/cheating

**(f) Conduct prejudicial to the good order, reputation and discipline of HVGS**

- Verbal or physical harassment of:
  - staff, staff in training;
  - parents and visitors to the School;
  - students of the School and/or other schools.
- Conflicts in School or on way to/from School, e.g. fighting/threats (demanding with menaces) involving students or members of the public;
- Behaviour beyond School and not necessarily related to a school activity but which brings the School into disrepute or affects the School in a direct way. This would include all co-curricular activities.

## Behavioural Referral Guidelines

Every student is responsible for their own learning, behaviour and will uphold the school values in all they do.

It is the student's responsibility to correct their own behaviour when they become aware of situations in which they have not behaved appropriately.

Teachers will provide guidance as necessary to assist students to identify and correct behaviour as explained below. It is incumbent upon the classroom teacher to use multiple strategies to deal with behavioural issues, and this could also involve the Head of Faculty/Mentor/Head of House as deemed appropriate.

### Low Level Misbehaviour

Students should take responsibility to identify and correct low level misbehaviour and speak to their classroom teacher and Mentor about this.

Teachers will manage low level misbehaviour and inform the student's Mentor, who will discuss this with the student and assist them in taking responsibility for this and correcting for the future. Some consequences may be applied by the classroom teacher who can enlist the support of the Mentor when appropriate.

### Mid Level Misbehaviour

Teachers will refer mid level misbehaviour to the Mentor, who will discuss this with the student and assist them in taking responsibility for this and correcting for the future. The Mentor will discuss this with the Head of House who may also speak to the student. Consequences will be applied by the Mentor/Head of House

### High Level Misbehaviour

Teachers will refer high level misbehaviour directly to the Head of House. The Head of House will discuss this with the Mentor. The Mentor and Head of House will discuss the behaviour with the student and explain possible consequences. The Mentor or Head of House will also call the student's parents and discuss the behaviour and consequences with them. High Level Misbehaviour is likely to involve the Head of School as well.

Title	Endorsed	Revision Status	Planned Review	Page
Behaviour Management & Discipline Policy & Guidelines	November 2007	Version 3	April 2021	8 of 14





## Guidelines

### Behaviour Management and Discipline – Junior School

---

#### Behaviour Management Procedures

Behaviour management is values-laden and seeks to promote desirable behaviours.

Behaviour management at HVGS is underpinned by the aim of encouraging students' commitment to the School's eight values: Responsibility, Integrity, Respect, Citizenship, Courage, Compassion, Optimism and Gratitude.

Hunter Valley Grammar School neither uses nor condones the use of corporal punishment.

The Behaviour Management framework at HVGS is underpinned by the following rights and responsibilities.

#### Rights

HVGS affirms:

- The right of all staff, students, parents and visitors to be treated with dignity and respect.
- The right of all staff, students, parents and visitors to be free from harassment, physical abuse, emotional abuse and verbal abuse.
- The right of all staff, students, parents and visitors to be communicated with clearly, politely and respectfully.
- The right of all students to feel secure in an environment free from negative actions from others and from harmful substances and objects.
- The right of students to study, work and pursue activities in pleasant, well-kept surroundings.
- The right of staff to pursue their work unhindered by disorder or disrespect.
- The right of staff to find fulfillment in their vocation.
- The right of students to feel proud of their School uniform.
- The right of students to learn through a range of learning styles and teaching practices.
- The right of students to solve their own problems when appropriate and manage their own behaviour.
- The right of students to understand and have prior knowledge of the consequences of inappropriate behaviour.
- The right of students to have their personal belongings treated with care.

#### Responsibilities

From these rights come a set of responsibilities with respect to:

- Appropriate classroom behaviour.
- Appropriate out of class behaviour.
- Harassment (physical and non-physical) and bullying
- Uniform, dress and appearance

Title	Endorsed	Revision Status	Planned Review	Page
Behaviour Management & Discipline Policy & Guidelines	November 2007	Version 3	April 2021	9 of 14

- Property, belongings and the environment
- Acceptable use of the internet, email and mobile devices.
- Smoking, alcohol and illegal drugs
- Consideration for the ethos and values of HVGS

### **Unacceptable Behaviours**

The following particular behaviours are unacceptable in the HVGS community:

- Disrespect and contempt for the ethos and values of Hunter Valley Grammar School.
- Obvious disregard for uniform expectations.
- Disruptive behaviours which affect the learning of others and which affect the teacher's capacity to teach uninterrupted.
- Deliberate dropping of litter.
- Use of obscene or offensive language, or images designed to offend.
- Inappropriate noisy and boisterous behaviour.
- Harassment, intimidation and bullying.
- Truancy or leaving in-bounds areas.
- The throwing or projecting of any object in the School grounds or elsewhere unless a sanctioned activity.
- Spitting and/or chewing gum.
- Graffiti and vandalism in all forms.
- Deliberate damage to property, facilities and others' belongings.
- Being in possession of dangerous and/or restricted items.
- Alcohol, cigarettes (including e-cigarettes) and illegal drugs.
- Unlawful behaviour.
- Inappropriate physical contact.
- Cheating in any context.
- Inappropriate use of technology and social networking sites.
- Violent behaviour towards others.

### **Prohibited Items and Rules Concerning Appropriate Use**

The following items are restricted and must not be brought to School, except under extenuating circumstances and with the approval of the Head of School:

- Large amounts of cash.
- Aerosol spray cans of any type, including deodorant.
- Pocket knives, sheath knives or metal rulers.
- Expensive computer materials or software.
- Electronic devices such as mobile phones and MP3 players outside of a School bag
- Infra-red hand controllers of any type.
- Inappropriate magazines or comics.
- Replica guns or pistols.

Buying, swapping and selling of cards, collectables and similar is prohibited.

Title	Endorsed	Revision Status	Planned Review	Page
Behaviour Management & Discipline Policy & Guidelines	November 2007	Version 3	April 2021	10 of 14

Mobile phones, if they are brought to school, must be kept turned off and in bags throughout the entire School day, i.e. 8:30am to 3:00pm. In general, it is not recommended that primary aged children bring phones to school.

Mp3 players/iPods and similar for use on the bus must not be taken out of student bags during the day. The School will not take any responsibility for them if brought to school.

The School will accept no responsibility for passive play equipment brought to school by students.

If unacceptable items, including those listed above, are brought to School, they will be confiscated and will only be returned to the parents upon interview where personal collection occurs.

### **Classifying behaviours to apply appropriate consequences**

In considering School and family responses to challenging behaviour, it is helpful to clarify the seriousness or otherwise of a behaviour, and to consider the pastoral history and needs of the student. The following list can never be exhaustive, but provides a scaffold for pastoral decision-making.

### **Low-Level behaviour**

Low-level behaviour is that which, in general, is easily corrected at the class-teacher level. Low-level incidents are usually minor or isolated instances of misbehaviour.

### **Examples of low-level misbehaviour**

Misbehaviour/Uncooperative Behaviour:

- Homework not complete
- Failing to bring required equipment and materials for class
- Lateness for class
- Leaving the class without approval
- Non-sanctioned eating in class
- Minor uniform breaches, general untidiness, item of uniform missing
- Being in classrooms unsupervised
- Littering; failure to clean up after self
- Chewing gum
- Throwing of objects in the School grounds or elsewhere unless a sanctioned activity; unlikely to cause harm or damage
- Running on hard surfaces
- Water and food fights

Disrespect:

- Impoliteness without purposeful intent
- Indifference to a reasonable request
- Fooling about by pushing & shoving
- Consumption of food or drink in classrooms (excluding water in bottles and food consumed under specific teacher direction)
- Teasing

Title	Endorsed	Revision Status	Planned Review	Page
Behaviour Management & Discipline Policy & Guidelines	November 2007	Version 3	April 2021	11 of 14

### Attention Seeking:

- Constant talking or excessive noise
- Disruptive behaviour
- Using inappropriate language but not obscenities or foul language including name calling
- Body noises
- Interruption with inappropriate questions at the wrong time

### Consequences of Low-Level misbehaviour

To be dealt with at the class teacher/specialist teacher level with the following possible consequences, amongst others:

- Brief problem-solving discussion with student
- One-to-one discussion between student and teacher
- Signatures in the diary, notes in the diary to parent
- Time out/withdrawal in classroom
- Lunch time detention by the teacher involved
- Confiscating restricted items, or jewellery
- Withdrawal of privileges
- Referral of student to the Head of Stage or House
- Email or phone call to parent

### Mid-Level behaviour

Mid-level misbehaviour is that which, in general, is repeated and warrants attention from a Head of Stage. Mid-level incidents are usually significant or repeated instances of misbehaviour.

### Examples of mid-level behaviour

Moderately serious misbehaviour includes:

- Failure to attend lunch detention
- Any of low-level misbehaviours on a consistent basis, in which a pattern of misbehaviour is appearing, such as:
  - persistently wearing the uniform poorly
  - consistently failing to turn in homework
  - poor effort on a regular basis in class
  - regularly late to class
- Blatant disobedience, discourtesy or insolence
- Back-chatting
- Throwing of objects in the School grounds or elsewhere in a manner likely to cause harm or damage (e.g. stones)
- Truancy from a lesson
- Damage to School property or equipment
- Misbehaviour outside of School grounds – excursions, sport, bus etc
- Noisy and boisterous behaviour which is causing a major disruption to the learning of others

Title	Endorsed	Revision Status	Planned Review	Page
Behaviour Management & Discipline Policy & Guidelines	November 2007	Version 3	April 2021	12 of 14

- Offensive teasing, including personal, racist or sexist taunts
- Harassment without malicious intent
- Use of electronic devices in a manner contrary to the School rules
- Possession of (non-dangerous) restricted items
- Plagiarism and or cheating

### **Consequences of Mid-Level 2 misbehaviour**

To be dealt with by the Head of Stage with the following possible consequences, amongst others:

- Parent notification in the diary, telephone or by formal letter
- Parent interview with student
- Detention, with, if relevant, opportunity to complete learning tasks
- Behaviour Support Plan applied
- Student Monitoring Cards applied
- Afternoon detention
- Community service
- Internal Suspension, issued in collaboration with Head of School

### **High-Level Behaviour**

High-level misbehaviour is that which, in general, is repeated or very serious, and warrants attention from the Head of School, Deputy Principal or Principal. Students who, in spite of earlier intervention, continue to breach School discipline, even for lower level misbehaviour, may have their behaviour considered within the High-Level Misbehaviour framework.

### **Examples of High-Level behaviour**

Serious misconduct includes:

- Vandalism involving School property, transport, personal items (e.g. books, cars, bicycles)
- Unacceptable moral behaviour involving:
  - self (either exposure abuse, dependent on age)
  - other persons (which might include making suggestions about another related to sexuality, for example)
- Offensive material (pornography, pornographic illustrations) – parents will be contacted immediately
- Obscene or offensive behaviour and language
- Swearing directed at a teacher
- Graffiti in all forms
- Bullying, defined as an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).
- Use/possession/sale/distribution of substances involving:
  - Bringing (dangerous) restricted items to School
  - Prohibited drugs
  - Cigarettes
  - Actions which could endanger the health of self/others (e.g. glue sniffing)

Title	Endorsed	Revision Status	Planned Review	Page
Behaviour Management & Discipline Policy & Guidelines	November 2007	Version 3	April 2021	13 of 14

- Unlawful behaviour such as:
  - theft
  - assault
  - illegal entry
  - possession or use of dangerous weapons, harmful objects, or prohibited items
  - bomb hoaxes
  - forgery
  - arson
- Defiant non-compliance, including:
  - Persistent and/or wilful disruption
  - Incurable behaviour
  - Gross insolence
  - Flagrant truancy
  - Serious failure to comply with instructions/rules/policies of the School
  - Unacceptable behaviour in class, grounds, or while travelling to or from venue
  - Unwillingness to participate or cooperate with behaviour management strategies and plans
  - Breach of negotiated behaviour plan or probationary contract.
- Persistent conduct prejudicial to the good order, reputation and discipline of HVGS, including
  - Verbal, physical, sexual or online harassment of:
    - staff, staff in training
    - parents and visitors to the School
    - students of the School and/or other schools
  - Conflicts in School or on way to/from School, e.g. fighting/threats (demanding with menace) involving students or members of the public
  - Behaviour beyond School and not necessarily related to a School activity but which brings the School into disrepute and/or effects the School in a direct way, including misbehaviour at co-curricular activities

### **Consequences of High-Level behaviours**

To be dealt with at the Head of School and/or Principal level, after advice from the Head of Stage concerned, with the following possible consequences, amongst others:

- Parent interview
- Behaviour support plan, management plan or contract applied
- Saturday morning detention
- Support services involvement
- Restitution may be required
- Police referral (Principal to approve)
- External suspension (Principal to approve)
- Exclusion (Principal)
- Cancellation of enrolment (Principal)

Title	Endorsed	Revision Status	Planned Review	Page
Behaviour Management & Discipline Policy & Guidelines	November 2007	Version 3	April 2021	14 of 14