

## **Discipline and Behaviour Guidelines**

### **Philosophy**

At NZSJ, we believe in fostering a positive and inclusive learning environment where all members of the school community are treated with respect and kindness. Our discipline and behaviour guidelines are centred around supporting children rather than punitive measures, recognizing that positive guidance and understanding are essential for their overall development. It is built on the concept of **respect for all**.

### **Supportive Practices**

Studies show that supportive approaches have more success to improve behaviour than punitive approaches. Research shows that proactive strategies for preventing behaviour problems are more effective. They reinforce appropriate behaviour and teach social problem solving. Here are some key points for consideration:

**Restorative Practices:** We prioritise restorative practices that focus on repairing harm caused by misbehaviour and building meaningful connections between students. When conflicts arise, we encourage open communication, empathy, and understanding, allowing students to learn from their mistakes and make amends.

**Positive Reinforcement:** We emphasise positive reinforcement to recognize and celebrate students' efforts and good behaviour. Verbal praise, encouragement, and acknowledgment of achievements help to reinforce positive attitudes and foster a sense of self-worth.

**Guidance and Support:** Our teachers and staff are committed to providing guidance and support to help students navigate challenges and develop appropriate behaviours. We believe in addressing the root causes of behaviour issues and assisting children in learning more constructive ways of expressing themselves.

**Emotional Regulation:** We acknowledge the importance of emotional regulation and provide resources and strategies to help students manage their emotions effectively. Teaching mindfulness and self-awareness techniques equips children with valuable tools to cope with stress and anxiety.

**Collaborative Problem-Solving:** When behavioural issues arise, we involve students, teachers, and parents in collaborative problem-solving sessions. Working together, we explore the underlying reasons for the behaviour and devise effective solutions that respect the needs and feelings of all involved.

**Understanding Diversity and Inclusion:** Our guidelines ensure that discipline is administered with cultural sensitivity and a deep appreciation for the diversity within our school community. We actively promote inclusion and celebrate the unique backgrounds and experiences of every student.

**Focus on Learning:** Our ultimate goal is to create an environment conducive to learning. We believe that students thrive when they feel safe, respected, and supported. By prioritising these principles in our discipline and behaviour approach, we create a positive atmosphere where students can flourish academically, socially, and emotionally.

## **High Expectations**

At our school, we hold high expectations for all members of our community—students, staff, and visitors alike. We firmly believe that setting high standards fosters a culture of excellence, respect, and continuous growth. We expect students to demonstrate responsible and respectful behaviour in and outside the classroom, showing kindness and empathy towards others. Our staff is committed to providing a safe, nurturing, and challenging learning environment that encourages students to achieve their full potential academically, socially, and emotionally.

## **Consequences for misconduct**

Consequences for misconduct are designed to be educational and transformative rather than punitive, encouraging students to learn from their actions, make amends, and grow as individuals within our caring and inclusive school community. By emphasising respect, understanding, and positive guidance, we aim to create a nurturing environment where every student can thrive and contribute positively to the well-being of the entire school community. At no time should any teacher or member of staff resort to consequences that physically or mentally punish children. Consequences are given depending on the nature of the misconduct.

## **Behaviour that risks the safety of other children or staff**

If a child is being verbally or physically abusive towards any member of the school community, they will be immediately separated from the situation to allow for a calming period and to ensure the safety of others. Following a thorough investigation, if it is determined that the child poses a risk to the safety of others, their parents will be promptly contacted, and arrangements will be made for the child to be picked up from school. The Form Teacher and Leadership Team will jointly assess the situation and decide whether the child should remain at home the following day. If the verbal and/or physical abuse persists despite intervention, the school reserves the right to withdraw the student's enrollment.

See below for Stages of Misconduct.

## **Stages of Misconduct**

### **STAGE ONE**

This stage addresses minor acts of misconduct that may disrupt the normal operation of the classroom or school. It emphasises the importance of early intervention and offers an opportunity for teachers to address the behaviour promptly while it is still manageable.

### **STAGE TWO**

This stage acknowledges frequent or serious acts of misconduct that can significantly disrupt the learning environment of the classroom and the overall school climate. By identifying these behaviours, the policy signals the need for more targeted interventions to address the underlying issues and support the student's growth.

### **STAGE THREE**

This stage focuses on acts of misconduct that are directed against individuals or property and have the potential to jeopardise the health and safety of others in the school. Recognizing the serious nature of such behaviours, this stage highlights the importance of immediate and appropriate action to ensure a safe school environment.

### **STAGE FOUR**

This final stage addresses behaviours that are so severe as to require a response that may involve the temporary removal of the student from the school. This decision is based on the understanding that the safety and well-being of all students and staff must be upheld while also recognizing the need to address the underlying issues and provide support for the student.

See table below for examples and possible consequences for each stage.

STAGE	Examples	Possible Consequences
<b>ONE</b>	<ul style="list-style-type: none"> <li>● Classroom disturbance / disruption</li> <li>● Dishonesty</li> <li>● Tardiness</li> <li>● Failure to carry out directions or follow instructions</li> <li>● Failure to do homework</li> </ul>	<p>These can be handled in the classroom by the subject teacher or Form Teacher. Form Teachers should be notified to keep track of the student and monitor behaviour. If inappropriate behaviour at Stage one continues, then it may become Stage two.</p>
<b>TWO</b>	<ul style="list-style-type: none"> <li>● Continued Stage One Acts of Misconduct</li> <li>● Forgery or the use of forged notes or excuses</li> <li>● Giving a false name or refusing to identify self</li> <li>● Defiance (refusing to following instructions)</li> <li>● Taking other people's possessions</li> <li>● Disruption through prolonged or excessive noise</li> <li>● Disrespect or insubordination (refusal to cooperate)</li> <li>● Littering</li> <li>● Internet use violation</li> <li>● Pushing and shoving</li> </ul>	<p>Teachers follow a 'Three Strike Rule', whereby any incident of a STAGE TWO offence, the student is warned and informed about their misconduct. On the third infringement the student can be sent out from the class to speak with a member of the Leadership Team. The HOS, Teacher and Form Teacher will discuss whether this will be followed up with communication to parents.</p> <p>Other interventions or consequences may be required at this stage (including reflective activities, one to one meetings or removal of privileges)</p>
<b>THREE</b>	<ul style="list-style-type: none"> <li>● Continued Stage Two Acts of Misconduct</li> <li>● Fighting / Hitting</li> <li>● Verbal abuse</li> <li>● Stealing</li> <li>● Vandalism</li> <li>● Use of written/oral expressions of racial abuse</li> <li>● Possession, use, or under the influence of alcohol</li> <li>● Possession or use of tobacco</li> <li>● Possession or use of matches/lighters</li> <li>● Bullying / Cyber Bullying</li> </ul>	<p>For STAGE THREE and FOUR offences, teachers and leadership team will have a meeting about the plan of action and communication with parents.</p> <p><b>Consequences may include:</b></p> <ul style="list-style-type: none"> <li>● Removal from class</li> <li>● Send to Head of School office or other member of the Leadership Team</li> <li>● Behaviour reports</li> <li>● Being sent home</li> <li>● Counselling / Therapy</li> <li>● Asked to remain at home for a period of time</li> <li>● Withdrawal from school</li> </ul>
<b>FOUR</b>	<ul style="list-style-type: none"> <li>● Continued Stage Three Acts of Misconduct</li> <li>● Extortion (obtaining others' possessions with threats)</li> <li>● Possession or use of controlled substances (drugs) and/or drug paraphernalia or inappropriate use of inhalants.</li> <li>● Possession of dangerous weapons</li> <li>● Any situation that endangers the immediate health and safety of others</li> </ul>	<ul style="list-style-type: none"> <li>● Behaviour reports</li> <li>● Being sent home</li> <li>● Counselling / Therapy</li> <li>● Asked to remain at home for a period of time</li> <li>● Withdrawal from school</li> </ul>