



## Pastoral Care Policy

### 1. Object

- 1.2 Part 3.6.2 of the NSW Registration Manual requires Newington College to provide a safe and supportive environment by having in place policies and procedures that provide for student welfare, including pastoral care.
- 1.1 The College was established in 1863 by the Wesleyan Methodist Church. Today, the College is a school of the Uniting Church in Australia, providing a liberal education to students from all backgrounds, denominations and faiths. The College seeks to provide an environment that promotes personal development, academic excellence and engagement in co-curricular activities and which encourages each student to find fulfilment in their school achievements. The College draws upon the valued heritage and diversity of the Australian community.
- 1.2 In this environment, the College aims to support each individual student, academically and behaviourally and to motivate students to take responsibility for their actions. The College is committed to managing wellbeing and behavioural issues on a case-by-case basis, to meet the individual needs of each student.
- 1.3 This object of this policy is to:
- (a) outline the College's commitment to pastoral care;
  - (b) explain the College's approach to behaviour management;
  - (c) explain how the College rewards positive student behaviour;
  - (d) outline the possible consequences for poor academic and non-academic behaviour; and
  - (e) ensure compliance with the NSW Registration Manual.

### 2. Application

This policy applies to the College and its staff, volunteers, contractors and external education providers, for the welfare and benefit of students and their families.

### 3. Definitions

3.1 In this policy:

<b>Campus</b>	means any of the College's campuses, including Stanmore, Wyvern, Lindfield and Eungai Creek.
<b>College</b>	means Newington College, as represented by the authorised delegates of the Council.
<b>contractor</b>	means a party engaged by the College pursuant to a contract for services, and includes any sub-contractor to a contractor, and any individual engaged by a

contractor or sub-contractor.

<b>Council</b>	means the Council of Newington College, established by section 1 of the <i>Newington College Council Act 1922</i> .
<b>external education provider</b>	means any organisation or person that the College has engaged to deliver a specified course of study that is part of the curriculum, to a student or students enrolled at the College. The delivery of such a course may take place on College premises or elsewhere.
<b>NSW Registration Manual</b>	means the <i>Registered and Accredited Individual Non-Government Schools (NSW) Manual</i> .
<b>parent</b>	means one or more parents, guardians or carers of a student enrolled at the College.
<b>staff or staff member</b>	means the College's permanent, temporary and casual teaching and non-teaching staff.
<b>volunteer</b>	means a person acting on a voluntary basis (irrespective of whether the person receives out-of-pocket expenses), and who is not a contractor.

- 3.2 A reference in this policy to a code of conduct, policy or procedures is a reference to the code of conduct, policy or procedures as amended or replaced by the College from time to time.

#### 4. Commitment to pastoral care

- 4.1 Pastoral care is the provision made for the physical, emotional, social, moral, academic and spiritual wellbeing of students. Pastoral care at the College focuses on the overall development of each student and enhancement of the dignity of each person. It nurtures success and promotes forgiveness, tolerance and reconciliation. Central to the provision of pastoral care at the College is the College's belief in the inherent value and worth of each individual.
- 4.2 The College acknowledges that students respond to genuine praise and positive recognition. The College also recognises that learning best takes place in an environment that is supportive and caring, encourages risk-taking and values and meets the needs of each individual student. This positive approach greatly contributes to the enhancement of students' self-esteem. Students who have a positive self-concept and good self-esteem feel worthy, valued and resilient and are ready to succeed.
- 4.3 The College, in partnership with parents, will encourage scholarship by:
- (a) stimulating an interest in learning;
  - (b) helping each student to achieve to the limits of their own abilities;
  - (c) teaching each student effective study habits;
  - (d) fostering rational and independent inquiry; and
  - (e) carefully guiding each student as they acquire a strong foundation of knowledge and skills.
- 4.4 The College will develop character by:

- (a) encouraging the ideal of service and an active concern for others;
- (b) encouraging mutual respect and trust by communicating openly, appropriately and with integrity; and
- (c) fostering leadership and self-discipline.

4.5 The College will assist students to develop self-awareness, an understanding of human nature and a sense of purpose in life by:

- (a) promoting an atmosphere of acceptance and tolerance within the College;
- (b) developing, through study and free inquiry, an appreciation of the meaning and influence of the Christian faith and other great world religions; and
- (c) encouraging participation in worship.

4.6 Students at the College will be actively encouraged to participate in the many opportunities that are provided, both within the classroom and through the College's rich co-curricular program. The College aims to nurture the talents and capacities of each student and to recognise their efforts and achievements. As students develop and mature, the College will seek to guide students towards becoming self-motivated and life-long learners.

4.7 The College will encourage students to understand and value others and work cooperatively and will guide them towards stable and satisfying interpersonal relationships. All students are unique. The College aims to encourage them to be individuals and to view their uniqueness as an asset.

## 5. Providing pastoral care

5.1 The College gives its students access to multiple adults in their school life, who show interest and concern in them, helping them to feel valued and respected. All staff are responsible for the pastoral care of students in their care.

5.2 The first and key adult in a student's school life is their class teacher. In addition to their teaching responsibilities, the class teacher is responsible for students' day-to-day pastoral care.

5.3 As a student progresses through their education at the College, their Head of House and their Mentor are the key adults who can provide them with additional support and pastoral care.

5.4 Other specialist staff also have responsibility for supporting the pastoral care of students. These staff include:

- (a) learning enhancement teachers and teachers' aides;
- (b) teacher librarians;
- (c) language conversation tutors;
- (d) music peripatetic teachers;
- (e) external co-curricular coaches; and
- (f) reception, administrative and operational staff.

5.5 The College encourages these staff to develop strong relationships with the students, so that any difficulties experienced by a student are identified early and managed appropriately.

5.6 There are a number of staff who have specific responsibility for supporting the pastoral care of students. These staff have incidental contact with all students and are available to support classroom and specialist teachers. They are the:

- (a) chaplains; and

(b) school counsellors.

- 5.7 The members of the College's management team are responsible for leadership and for the care of the students, as a student body, this includes the Headmaster, Deputy Headmaster, Deputy Preparatory, Deputy Pastoral, Director of Students and Director of Eungai Creek Campus. They also serve as a key nexus between the pastoral care of students and the College's behaviour management processes, to support students in developing and demonstrating responsible behaviours at all times.
- 5.8 The staff mentioned above in this clause 5 work cooperatively with each other and with each student and their family, to achieve the best possible outcomes. The College aims for this to occur in an open and transparent manner, ensuring that all key people in a student's life share relevant information, while appropriately respecting privacy.

## 6. Students with special needs

- 6.1 Students with special needs are students who have learning disabilities, behaviour disorders, or other disabilities or conditions as a result of which they need assistance to learn.
- 6.2 The College will work with parents, teachers, students, community members and relevant professionals to identify and meet the needs of students with special needs.
- 6.3 Pastoral care for students with special needs will be provided by:
- (a) school counsellors;
  - (b) careers advisers;
  - (c) teachers;
  - (d) the Head of Learning Enhancement and team;
  - (e) disability education partners;
  - (f) consultants;
  - (g) Heads of House and Mentors;
  - (h) Heads of Department; and
  - (i) Deputy Pastoral, Director of Students, Deputy Preparatory Schools & ELC and Director of Eungai Creek Campus

## 7. Behaviour management

- 7.1 To assist in facilitating a supportive, positive and affirming environment, it is important to set and enforce expectations, both academic and behavioural. The College has a strong focus on teaching students the appropriate behaviours in different contexts and areas of school life. The College's expectations are set out in its **Student Code of Conduct**, **Student Diversity and Equality of Opportunity Policy**, **Student Social Media Policy**, and **Student Use of Information and Communication Technology (ICT) Policy**, and teachers explicitly teach students the appropriate way to behave.
- 7.2 All behavioural issues will be managed on a case-by-case basis, to meet the needs of the student. The College's core values of respect, openness, flexibility, support, care and belief in the dignity and self-worth of the individual will apply and will be balanced against what is best for other students and members of the College community.
- 7.3 Most students demonstrate appropriate behaviour, however some students find themselves in trouble unintentionally, because they are not familiar with the College's expectations in different situations. Other students make poor choices, for which there are consequences. The purpose of these consequences is to teach and encourage the students to make more positive choices in the future.

- 7.4 The College will manage inappropriate student behaviour, including conduct that constitutes misconduct, in accordance with this policy. The College manages serious misconduct in accordance with its **Student Discipline Policy and Procedures**.
- 7.5 The College expressly prohibits the use of corporal punishment under any circumstances. The College does not explicitly or implicitly sanction the administration of corporal punishment by people outside school, including parents, to enforce discipline at the school.
- 7.6 The table in Schedule 4 sets out the rights and responsibilities for students at Wyvern. The rights and responsibilities for students at Lindfield are incorporated in Schedule 5. Both of these schedules are guided and bound by the principles in clauses 7.1 to 7.5 and clauses 9.4 to 9.7. The schedules were created under the framework of a rights and responsibilities model that is explicit and very similar between the two campuses. The schedules have been created internally by the staff who manage them and represent the different campuses. Whilst the sanction levels may not be exactly parallel they are broadly similar between the campuses.
- 7.7 The table in Schedule 6 sets out the possible consequences for poor behaviour of students whilst at the Eungai Creek campus. This schedule was created in consideration of the operating environment of the Eungai Creek campus. The schedule has been created internally by the staff who manage the Eungai Creek campus. The sanctions may differ from the Stanmore campus due to the unique environment, which focuses on outdoor education, sustainability of self and the environment, community engagement with local First Nations People and the development of positive and respectful relationships through restorative practices.

## 8. Rewarding positive behaviour

- 8.1 Recognising positive behaviour is important in the development of good character and in promoting the values of the College. The table in Schedule 1 provides descriptions and examples of positive student behaviour.
- 8.2 Teachers should use the appropriate merit or house system to acknowledge examples of positive behaviour in the classroom, in co-curricular activities, around the campus and in the wider community. Other affirming strategies may include recognition of achievement at assemblies, newsletters, social media, at lines, in classrooms or at the Annual Prize Giving, and through direct feedback to parents and students as in a diary note, email message, phone call or meeting.

## 9. Consequences for poor behaviour

- 9.1 The tables in Schedule 2 list possible consequences for poor behaviour at Stanmore.
- 9.2 The table in Schedule 3 lists possible consequences for poor behaviour at Wyvern.
- 9.3 The table in Schedule 5 lists possible consequences for poor behaviour at Lindfield.
- 9.4 The table in Schedule 6 lists possible consequences for poor behaviour at Eungai Creek.
- 9.5 Where possible, poor behaviour should be managed by the teacher and classroom/activities management strategies should be employed before escalating to the consequences listed in Schedule 2, Schedule 3 and Schedule 5 as relevant.
- 9.6 The levels of behaviour and expected consequences are indicative only. All teachers should decide on the consequences that they consider appropriate to a given situation. They may consult students or staff to gather information before making a decision. When in doubt, teachers should seek advice from the Deputy Headmaster, Deputy Preparatory Schools & ELC, Director, Eungai Creek Campus, Deputy Pastoral (K-12), Director of Students, Associate Principal Wyvern, Associate Principal Lindfield, Head of House, Head of Department and/or Mentors, as relevant.

- 9.7 When a teacher or other staff member considers that a student's conduct may constitute serious misconduct, they should consult with the Deputy Headmaster, Deputy Preparatory Schools & ELC, Director, Eungai Creek Campus, Deputy Pastoral (K-12), Director of Students, Associate Principal Wyvern, Associate Principal Lindfield, Head of House and/or Head of Department, as appropriate, for possible management under the **Student Discipline Policy and Procedures**.
- 9.8 Teachers are encouraged to speak with the student's parents and, where relevant, their Mentor.

## **10. Failure to complete academic work (Y7-Y12)**

- 10.1 For students in Y7-Y12, failure to complete academic work to the expected standard is addressed differently to the other behaviours listed in Schedules 2 and 7. The College will run catch-up classes separately from behavioural detentions.
- 10.2 Students must attend catch-up class on the first available day. (Catch-up classes will take priority over co-curricular commitments) If work is submitted to the relevant teacher before the scheduled catch-up class, the teacher may, in their discretion, record it as complete and the student will not be required to attend. Referral to catch-up class will be retained on the student's record.
- 10.3 For students attending the Eungai Creek campus, catch-up classes will be determined and scheduled by the Director, Eungai Creek Campus or Deputy, Director Eungai Creek Campus.

## **11. Academic misconduct**

- 11.1 Teachers should refer academic misconduct in all year levels to the Associate Principal Lindfield, Associate Principal Wyvern / Deputy Head of Wyvern, Deputy Head of Lindfield (K-6), Head of Department (Y7-9) and/or the Director of Studies, Director, Eungai Creek Campus and Deputy Teaching & Learning (K-12), as appropriate.
- 11.2 Depending on the seriousness of the misconduct, a mark reduction will be applied. The other possible consequences for academic misconduct are set out in Schedule 2, Schedule 3 and Schedule 5 as relevant.

## **12. Communication**

- 12.1 Parents play an integral part in the maintenance of appropriate behaviour.
- 12.2 Parents will generally be notified of behavioural issues via the student's diary, but email or phone may also be used.
- 12.3 Where appropriate, teachers are encouraged to communicate or follow-up with parents in person or by telephone.

## Notes

### Pastoral Care Policy

Date approved: 25 March 2021

Date commenced: 24 January 2022

Date amended: 18 April 2023 (non-substantive amendments)

5 December 2024 (non-substantive amendments)

20 February 2025 (substantive amendments)

29 April 2025 (non-substantive amendments)

Related documents: [Student Code of Conduct](#)

[Student Discipline Policy and Procedures](#)

[Student Diversity and Equality of Opportunity Policy](#)

[Student Social Media Policy](#)

[Student Use of Information and Communication Technology \(ICT\) Policy](#)



## SCHEDULE 1 POSITIVE BEHAVIOUR

The examples below are indicative only and some behaviours may conform to more than one category.

Character trait	Description	Example of student behaviour
Self-Directed	independent, responsible, resilient	Consistently focused on task, sets high standards in work, organised and efficient.
Inquisitive	creative, collaborative, passionate	Asks good questions in class, makes positive contributions to class discussions, shows interest outside the curriculum, shows exceptional creativity.
Reflective	engaged, ethical, critical	Looks to learn from mistakes, shows improvement, does extra work to improve.
Courage	bravery, perseverance, honesty, enthusiasm	Presentation or speech in class or in a Mentor Group; significant improvement in academic performance; challenging or reporting an incident of bullying; overcoming a significant personal challenge/difficulty.
Humanity	compassion, generosity, humility, loyalty, forgiveness	Voluntarily helping others in the school or wider community, helping without being asked, putting team (others) first.
Leadership	citizenship, fairness, justice, initiative, sportsmanship	Handing in money or possessions that have been lost; reporting or challenging negative behaviour; leading, organising or running an activity or team, behaving in a sportsmanlike manner under duress, showing care for others eg an injured opposition player.

Positive behaviour is also identified throughout College policies and procedures, including the **Student Code of Conduct** and the student agreements for shared accommodation at the Eungai Creek Campus.

## SCHEDULE 2 CONSEQUENCES FOR POOR BEHAVIOUR: STANMORE

All demerits and detentions are entered into the student's Diary and are automatically sent to the student's parents, and their Mentor, Head of House and/or Head of Year 7, as relevant.

Year 12 (Year 11 from Term 4) Prefects do not sit detentions. However, discipline for all Year 12 Prefects should be entered, as for any other student. The Head of House will be notified and will use the warning system on Prefectship, suspension or loss of Prefectship, as appropriate.

### ACADEMIC

Indicative level	Informal	Homework warning		Catch-up class	Suspension/ Review of position at College
<b>Behaviour</b>	Homework incomplete, done to an inadequate standard or not done.	Homework repeatedly incomplete, done to an inadequate standard or not done.		Homework, project, task not complete or not submitted. Assessment affected by academic misconduct.	Continued refusal to complete work.



Note: Academic misconduct in all year levels should be referred to the Head of Department (Y7-9) and the Deputy, Academic K-12 (Y10-12). A mark reduction will be applied depending on the severity of the misconduct. Students may be referred to Catch-Up Class to complete or redo work if appropriate. Behavioural sanctions may be applied by the Head of House depending on the nature of the misconduct, the level of intent/deceit and the level of contrition.

## GENERAL AND CLASSROOM

Indicative level	Informal	Demerit	Detention 1 Hour	Detention 2 Hour (Friday)	Detention 3 Hour (Saturday)/ Internal Suspension	Suspension/ Review of position at College
<b>Behaviour</b>	Low level misbehaviour. Unprepared for class. Interruption/ poor manners. Eating/chewing gum. No lock on locker.	Repeated anti-social behaviour with peers. Continued class disruption. Littering. Low level ICT misuse (or required ICT not present in class).	Harassment of other students. Offensive language. Major class disruption. ICT misuse (e.g. phone used in class). Poor behaviour in public. Failure to address (or repeated) behaviour requiring informal or demerit consequences in this table.	Rudeness to staff. Bullying (incl. online). Fighting. Inappropriate use of ICT. Damage to property.	Rudeness to a member of public/ in public/ transport. Gross disrespect of staff. Racist/sexual comments. Fighting- high level.	Serious issues such as possession and/or use of drugs, alcohol, smoking, vaping, Illegal activity, Bullying, Fighting, Racist/sexual comments, repeated AWOL, pornography at school, vandalism/ graffiti, Theft.

Note: Given the vast range of complex issues facing society and individuals, there cannot be a policy, definition or procedure that covers every situation. Accordingly, the College may impose disciplinary action for behaviour that is not listed in this table. Disciplinary matters will be assessed on a case-by-case basis. For example, fighting, bullying and racist comments appear in the Detention 3 Hour (Saturday)/Internal Suspension as well as the Suspension/Review of position columns. Context and each student's individual record of behaviour is an important factor in determining an appropriate sanction.

## DRESS AND UNIFORM

Indicative level	Informal	Demerit	Detention 1 Hour	Detention 2 Hour (Friday)	Detention 3 Hour (Saturday)/ Internal Suspension	Suspension/ Review of position at College
<b>Behaviour</b>	Untidy appearance.	Non-compliant haircut. Repeated uniform issues.	Failure to address (or repeated) haircut or uniform issues.	Repeated flagrant uniform or haircut issues.	Continued non-compliance.	Complete refusal to comply with standards.

## SPORT AND CO-CURRICULAR

Indicative level	Informal	Demerit	Detention 1 Hour	Detention 2 Hour (Friday)	Detention 3 Hour (Saturday)/ Internal Suspension	Suspension/ Review of position at College

<b>Behaviour</b>	Incorrect sports uniform.	Incorrect sports uniform repeated.	Failure to attend training (no valid reason provided). Poor sportsmanship.	Failure to attend game (no valid reason provided).	Non-cooperation with or rudeness to coaches or officials.	Serious misconduct.
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#### ATTENDANCE AND ORGANISATION

Indicative level	Informal	Demerit	Detention 1 Hour	Detention 2 Hour (Friday)	Detention 3 Hour (Saturday)/ Internal Suspension	Suspension/ Review of position at College
<b>Behaviour</b>	Late to class.	-	3 times late to school/class in past 2 weeks [GDO]. AWOL class (stayed at school) [HOH]. Pattern of 3 (Y7-9) 2 (Y10) similar demerits in past 2 weeks [HOH].	AWOL class (left premises) [HOH]. Pattern of 3 1-hour detentions in past 2 weeks [HOH]. Failure to complete 1 hour detention within 1 week. [GDO].	Major attendance issues.	Failure to meet minimum attendance requirements as set out by regulatory authorities.

## SCHEDULE 3 CONSEQUENCES FOR POOR BEHAVIOUR: WYVERN

STUDENT BEHAVIOUR HIERARCHY	
STUDENT BEHAVIOUR	SUPPORT / CONSEQUENCES
Wyvern expects that each student consistently demonstrates self-responsibility and consideration of the rights of others, and follows school rules.	Addressed by Teacher through use of ongoing positive reinforcement strategies..
<b>SPECIFIC STRATEGIES FOR POOR BEHAVIOUR</b>	
STUDENT BEHAVIOUR	SUPPORT / CONSEQUENCES
<b>Occasional Low Level Misbehaviour</b>	
Student generally demonstrates self responsibility and consideration of the rights of others, but is not always consistent.	Addressed by Teacher in consultation with: <ul style="list-style-type: none"> <li>Student</li> </ul>
<b>Pattern of low level misbehaviour</b>	
Student often demonstrates lack of self-responsibility and lack of respect for the rights of others.	Addressed by Teacher in consultation with: <ul style="list-style-type: none"> <li>Student</li> </ul> Parents notified by Teacher. Meeting called and discussion facilitated by Teacher. Minutes of meeting filed.
	<u>Outcome of discussion could include:</u> Raised parent awareness of problem and understanding / support of classroom strategies.
<b>Moderate Level of Misbehaviour</b>	
Student demonstrates persistent lack of self-responsibility and regularly breaches the rights of others.	Addressed by Teacher in consultation with: <ul style="list-style-type: none"> <li>Student</li> <li>Year leader</li> </ul> Parents notified by Year leader. Meeting called and discussion facilitated by Year leader. Minutes of meeting filed.
	<u>Outcome of discussion could include:</u> Class detention or Time out.
<b>Significant Misbehaviour</b>	
Student demonstrates little or no self-responsibility and continually violates the rights of others.	Addressed by Teacher in consultation with: <ul style="list-style-type: none"> <li>Student</li> <li>Year leader</li> <li>Counsellor</li> <li>Deputy(s)</li> <li>Head</li> </ul> Parents notified by Deputy. Meeting called and discussion facilitated by Deputy. Minutes of meeting filed.
	<u>Outcome of discussion could include:</u> Friday detention or Weekly report card or Withdrawal from school activities or Withdrawal from class or Internal suspension.
<b>Severe Misbehaviour</b>	
Student demonstrates habitual abdication of self-responsibility and seriously violates school expectations and rules.	Addressed by Teacher in conjunction with: <ul style="list-style-type: none"> <li>Student</li> <li>Year leader</li> <li>Counsellor</li> <li>Deputy (s)</li> <li>Head</li> <li>Headmaster</li> </ul> Parents notified by Head. Meeting called and discussion facilitated by Head. Minutes of meeting filed.
	<u>Outcome of discussion could include:</u> Suspension or Expulsion.

## SCHEDULE 4 RIGHTS AND RESPONSIBILITIES: WYVERN

STUDENT RIGHTS	STUDENT RESPONSIBILITIES
To learn and actively participate in the learning process within a stimulating environment.	To ensure that personal actions do not impede the learning of others.
To feel and be valued, supported and safe.	To respect and value staff, adults and other students.
To participate in a wide range of co curricular activities.	To participate in all compulsory co curricular activities and embrace additional opportunities.
To know that my personal property is safe and respected.	To respect and care for the property of others and of the school.
To be informed of the expectations of the school.	To abide by the expectations of the school.
To communicate about school to my parents.	To communicate honestly and openly about school to my parents.
STAFF RIGHTS	STAFF RESPONSIBILITIES
To initiate and develop a class program in line with school aims and expectations.	To create a program that caters for all children within the class.
To feel safe and be valued and supported as a person and as a professional.	To make every effort to value, support and contribute to the safety of all members of the school community.
To learn, to ongoing education, to develop as a professional and to professional support and feedback.	To commit to my own professional development and a professional approach to my work.
To expect students, fellow staff and parents to abide by school expectations.	To promote consistency with school expectations.
To know that my personal property is safe and respected.	To respect and care for the property of others and of the school.
To communicate with parents.	To establish and maintain communication with parents.
PARENT RIGHTS	PARENT RESPONSIBILITIES
To have my child learn to his potential.	To act as a partner with the school to help my child achieve his potential.
To expect that my child will be safe and valued.	To contribute to a safe and respectful school community and environment.
To feel supported and safe and be valued as a parent.	To respect and value staff, adults, students and contribute positively to the school community.
To know that my child's property is safe and respected.	To respect and support expectations in relationship to student, parent, teacher and school property.
To be informed of the expectations of the school.	To support the expectations of the school.
To be kept informed of my child's progress.	To keep the school informed of issues regarding my child.

## SCHEDULE 5 CONSEQUENCES FOR POOR BEHAVIOUR: LINDFIELD

Respect for all		Student Behaviour Management Process	
RIGHTS Every student has the right To:	RESPONSIBILITIES Every student has the responsibility to:	EXAMPLES OF ASSOCIATED BEHAVIOURS	POSSIBLE CONSEQUENCES
1. be treated with respect and dignity	be respectful, courteous and considerate	<b>Level 1</b> Being dishonest, discourteous or inconsiderate Disregarding the feelings of others <b>Level 2</b> Consistent non-compliance of Level 1 behaviours Using inappropriate language	<b>Level 1: Teacher</b> Verbal discussion and reflection of child's behaviour <b>Level 2: Teacher</b> Appropriate apology and reflection Inform parents
		<b>Level 3</b> Repeated non-compliance of Level 2 behaviours Being rude to a staff member/student/parent Using abusive language <b>Level 4</b> Severe and ongoing inappropriate behaviour Referral from Deputy Head or Head	<b>Level 3: Head or Deputy Head</b> Written reflection on new behaviour to be signed by the parent Negotiated positive action <b>Level 4: Head</b> Meeting with the parents and agreed behaviour management plan
2. be treated as an individual	accept and respect individual differences	<b>Level 1</b> Name calling Excluding others from play or learning activities Making fun of or laughing at the ideas of others Teasing <b>Level 2</b> Consistent non-compliance of Level 1 behaviours <b>Level 3</b> Repeated non-compliance of Level 2 behaviours Bullying and harassment <b>Level 4</b> Referral from Deputy Head or Head Severe and ongoing inappropriate behaviour	<b>Level 1: Teacher</b> Verbal discussion and reflection of child's behaviour <b>Level 2: Teacher</b> Appropriate apology and reflection Inform parents <b>Level 3: Head or Deputy Head</b> Written reflection on new behaviour to be signed by the parent Negotiated positive action <b>Level 4: Head</b> Meeting with the parents and agreed Behaviour Management Plan
3. feel safe while learning and interacting with others	act responsibly and sensibly in all situations	<b>Level 1</b> Ignoring safety rules Inappropriate play <b>Level 2</b> Consistent non-compliance of Level 1 behaviours Playing dangerously in any situation Rough or unkind play <b>Level 3</b> Repeated non-compliance of Level 2 behaviours Intimidating, threatening or bullying behaviour Deliberately hurting others Ignoring school expectations	<b>Level 1: Teacher</b> Verbal discussion and reflection of child's behaviour <b>Level 2: Teacher</b> Appropriate apology and reflection Inform parents <b>Level 3: Head or Deputy Head</b> Written reflection on new behaviour to be signed by the parent Negotiated positive action <b>Level 4: Head</b> Meeting with the parents and

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Respect for all		Student Behaviour Management Process	
RIGHTS Every student has the right To:	RESPONSIBILITIES Every student has the responsibility to:	EXAMPLES OF ASSOCIATED BEHAVIOURS	POSSIBLE CONSEQUENCES
		on excursions or camps <b>Level 4</b> Direct verbal/physical/emotional abuse Referral from Deputy Head or Head Severe and ongoing inappropriate behaviour	agreed Behaviour Management Plan
4. actively participate in a positive classroom environment	contribute positively to the learning environment	<b>Level 1</b> Annoying others Ignoring directions from adults Interrupting and disrupting lessons Inconsistent completion of homework Lateness back to class Leaving the room without permission Entering other classrooms inappropriately <b>Level 2</b> Consistent non-compliance of Level 1 behaviours Possessing items defined as banned from the school Cheating during formal testing <b>Level 3</b> Repeated non-compliance of Level 2 behaviours Severe inappropriate behaviour <b>Level 4</b> Referral from Deputy Head or Head Severe and ongoing inappropriate behaviour	<b>Level 1: Teacher</b> Verbal discussion and reflection of child's behaviour <b>Level 2: Teacher</b> Appropriate apology and reflection Inform parents <b>Level 3: Head or Deputy Head</b> Written reflection on new behaviour to be signed by the parent Negotiated positive action <b>Level 4: Head</b> Meeting with the parents and agreed Behaviour Management Plan
5. expect personal belongings and school property to be respected	treat personal items and school property with due care and respect	<b>Level 1</b> Mistreating or neglecting the belongings of others and own (eg computers, school uniforms) Using others' belongings without permission <b>Level 2</b> Consistent non-compliance of Level 1 behaviours Damaging school property (eg, classroom and sporting equipment) <b>Level 3</b> Repeated non-compliance of Level 2 behaviours <b>Level 4</b> Wilful damage of school or other's property Stealing Severe and ongoing inappropriate behaviour Referral from Deputy Head or	<b>Level 1: Teacher</b> Verbal discussion and reflection of child's behaviour Possible replacement of/payment for goods <b>Level 2: Teacher</b> Appropriate apology and reflection Inform parents <b>Level 3: Head or Deputy Head</b> Written reflection on new behaviour to be signed by the parent Negotiated positive action <b>Level 4: Head</b> Meeting with the parents and agreed Behaviour Management Plan

Respect for all		Student Behaviour Management Process	
RIGHTS Every student has the right To:	RESPONSIBILITIES Every student has the responsibility to:	EXAMPLES OF ASSOCIATED BEHAVIOURS	POSSIBLE CONSEQUENCES
		Head	
6. be proud of his uniform and the traditions of Newington College	follow College expectations with respect to values and dress codes	<b>Level 1</b> Incorrect uniform (eg incorrect socks, school shirt out) Shoes unpolished Not bringing PE uniform Inattentive behaviour at assemblies and chapel <b>Level 2</b> Consistent non-compliance of Level 1 behaviours Inappropriate hairstyle <b>Level 3</b> Repeated non-compliance of Level 2 behaviours Defacing or vandalism of school uniform <b>Level 4</b> Referral from Deputy Head or Head Severe and ongoing inappropriate behaviour	<b>Level 1: Teacher</b> Verbal discussion and reflection of child's behaviour Possible exclusion from school activities <b>Level 2: Teacher</b> Appropriate apology and reflection Inform parents <b>Level 3: Head or Deputy Head</b> Written reflection on new behaviour to be signed by the parent Negotiated positive action <b>Level 4: Head</b> Meeting with the parents and agreed Behaviour Management Plan

The table above should be read in conjunction with the flowchart on the following page:



**Pastoral Care / Behaviour Management Flowchart – Lindfield Campus**  
(to be read in conjunction with the Student Behaviour Management Plan – Level System)



## SCHEDULE 6 CONSEQUENCES FOR POOR BEHAVIOUR: EUNGAI CREEK

All demerits and detentions are entered into the student's Diary and are automatically sent to the student's parents, and their Mentor, Head of House and/or Head of Year 7, as relevant.

**DETENTION MAY INCLUDE PARTICIPATING IN RESTORATIVE PRACTICES AND/OR ASSISTING WITH THE MAINTENANCE OF CAMPUS FACILITIES.**

### ACADEMIC

Indicative level	Informal	Catch-up class	Academic work warning	Return to Stanmore
<b>Behaviour</b>	Academic work done to an inadequate standard.	Academic work not complete or not submitted.	Academic work repeatedly incomplete, done to an inadequate standard or not done.	Continued refusal to complete work.

Note: Students may be referred to Catch-Up Class to complete or redo work if appropriate. Behavioral sanctions may be applied by the Director, Eungai Creek Campus or Deputy Director, Eungai Creek Campus depending on the nature of the misconduct, the level of intent/deceit and the level of contrition.

Indicative level	Informal	Demerit	Detention 1 Hour	Detention 2 Hour	Detention 3 Hour / Internal Suspension	Return to Stanmore/Suspension/ Review of position at College
<b>Behaviour</b>	Low level misbehaviour. Unprepared for activities, Interruption/ poor manners. Eating/chewing gum. Students not being in their rooms when required or acting inappropriately whilst preparing food.	Repeated anti-social behaviour with peers. Continued activity disruption. Littering. Not adhering to shared accommodation agreements or following instructions of the accommodation leaders.	Harassment of other students. Offensive language. Major activity disruption. Poor behaviour in public.	Rudeness to staff. Bullying (incl. online). Fighting. Damage to property.	Rudeness to a member of public/ in public/ transport. Gross disrespect of staff. Racist/sexual comments. Fighting- high level.	Serious issues such as possession and/or use of drugs, alcohol, smoking, vaping, Illegal activity, Bullying, Fighting, Racist/sexual comments, repeated AWOL, pornography at school, vandalism/ graffiti, Theft.

### GENERAL AND CLASSROOM

Note: Given the vast range of complex issues facing society and individuals, there cannot be a policy, definition or procedure that covers every situation. Accordingly, the College may impose disciplinary action for behaviour that is not listed in this table. Disciplinary matters will be assessed on a case-by-case basis. For example, fighting, bullying and racist comments appear in the Detention 3 Hour (Saturday)/Internal Suspension as well as the Suspension/Review of position columns. Context and each student's individual record of behaviour is an important factor in determining an appropriate sanction.

## ATTENDANCE AND ORGANISATION

Indicative level	Informal	Demerit	Detention 1 Hour	Detention 2 Hour	Detention 3 Hour / Internal Suspension	Return to Stanmore/Suspension/ Review of position at College
<b>Behaviour</b>	Late to activities.	-	3 times late to activities in past 2 weeks. AWOL class (stayed on campus) [ . Pattern of 3 (Y7-9) 2 (Y10) similar demerits in past 2 weeks	AWOL activities (left campus). Pattern of 3 1-hour detentions in past 2 weeks. Failure to complete 1 hour detention within 1 week	Major attendance issues.	Failure to meet minimum attendance requirements as set out by regulatory authorities.