



Est. 2003

Behaviour Support Policy and Procedures

This policy should be read in conjunction with the Student Engagement Plan, Student Respect and Responsibility Standards, Good Standing Guidelines, the Student ICT User Agreement, and Bullying and Harassment Prevention Policy and Guidelines.

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POLICY STATEMENT AND PURPOSE

Georgiana Molloy Anglican School (GMAS) aims to provide every student with the educational and pastoral wellbeing support that is needed to learn and maintain positive relationships and behaviours in a respectful environment that is safe and supportive.

GMAS engages in **Restorative Practice**, which has at its core, a focus on supportive and respectful connections and behaviour.

SCOPE

The scope of this policy applies to the whole GMAS community. At GMAS a whole-school approach to Student Behaviour Support is the most effective way of developing a positive school culture.

BACKGROUND

GMAS School Values

As a school community we unite and work to follow these values:

Respect

Accomplishment

Inclusivity

Spirituality

Empathy

Where members of our community hold to these principles the school remains a place in which all can grow and thrive, attaining to their potential as a whole person, emotionally, socially, physically and intellectually.

Building positive relationships and maintaining high standards of student behaviour is paramount to creating a harmonious learning environment for students, staff, and community members. As an Anglican school we uphold the Christian values and ethics in the way we care for each other in the school environment and in our speech, behaviour and attitude.

If unexpected student behaviours occur, a restorative practices approach is engaged. Each individual situation supports students to take responsibility for their behaviour, by acknowledging what has happened and the people who have been affected by their behaviour and focusing on repairing the harm that has been done. It encompasses a shift in thinking from blame & punishment to addressing the impact on others, associated harm done and restoration of relationships, with the goal of those involved taking responsibility for their behaviour and re-joining their class or social situation respectfully.

GMAS embeds restorative practices such as

- informal preventative use of language
- classroom procedures and routines
- restorative conversations,
- formal conferences,

the purpose being to build effective positive relationships, prime expected behaviours, resolve conflict, and improve student behaviour. GMAS believes that encouraging positive behaviours is a cooperative effort between all members of our community striving to create a supportive and collaborative school environment.

We follow a restorative continuum to elevate positive student behaviour.

Restorative Practices are designed to build positive relationships, prime expected behaviours, resolve conflict, and improve student behaviour.







RESPONSIBILITIES

Positive Restorative Behaviour Support

Role of the Student

The expectations of student behaviour are outlined in the Student Respect and Responsibility Standards, which was co-created by GMAS students.

We have resolved that as students, we all want to feel:

SAFE	CHALLENGED & ENCOURAGED	RESPECTED	INCLUDED	WELLBEING	PROUD
<p>All students have the right to be safe (verbally, physically, morally and psychologically).</p> <p>This includes:</p> <ul style="list-style-type: none">• Being provided with and creating safe spaces around the School• Behaving in a safe and appropriate manner, including online and related to Artificial Intelligence.• Standing up for others 	<p>All students have the right to be encouraged and challenged at school.</p> <p>This includes:</p> <ul style="list-style-type: none">• Giving your best effort to all that you do.• Not being afraid to learn from your failures• Being open to new challenges• Personally challenging yourself and others• Showing appreciation for others' efforts in an appropriate way• Being able to participate to the best of their ability in all activities 	<p>All students have the right to be respected in our School.</p> <p>This includes:</p> <ul style="list-style-type: none">• Treating all community members with respect• Respecting staff guidance and instructions• Respecting the rights of others to learn and participate in the School community• Caring for property belonging to themselves, others and the School.• Contributing in a positive, non disruptive way 	<p>All students have the right to experience inclusivity.</p> <p>This includes:</p> <ul style="list-style-type: none">• Appreciating our peers, regardless of their gender, personal relationship status, ability, cultural background or religion• Celebrating student, staff and community diversity• Addressing students who are not inclusive of their peers 	<p>All students have the right to be provided with the opportunity for positive wellbeing.</p> <p>This includes:</p> <ul style="list-style-type: none">• Having an open minded attitude• Supporting wellbeing initiatives that make our school more engaging• Effectively utilising school wellbeing resources• Supporting the wellbeing of those around us 	<p>All students have the right to be proud of our School.</p> <p>This includes:</p> <ul style="list-style-type: none">• Wearing our uniform correctly and with pride• Talking positively about the School• Attend school at least 90% of the school year• Addressing students who do not show pride in the School• Contributing to the positive reputation of the School• Having opportunities to provide appropriate feedback 

This document was co-created by
GEORGIANA MOLLOY ANGLICAN SCHOOL STUDENTS

Role of the School

- Explicitly teach positive behaviour and expectations.
- Model and promote behaviour that demonstrates respect for all and promotes a positive culture.
- Support the participation and inclusion of all students.
- Provide professional learning to build the capacity of staff to recognise, respond and manage behaviour.
- Report behaviours of a serious nature to the relevant authorities (Western Australia Police, Child Protection authorities).
- Work in partnership with parents and caregivers to support students impacted by behaviours of concern.

Role of parents/carers

- To encourage and support students in their learning.
- To explicitly teach and model positive behaviour and expectations.
- Support their children to develop safe behaviours.
- Supervise and monitor social interactions including online behaviour.
- Communicate openly with the school as an active partner in their child's learning and wellbeing.
- Work in partnership with the school to support positive behavioural change.
- Consider recommendations and engage with external professionals when required.

RESTORATIVE STRATEGIES

Restorative Practice

A process of dealing with inappropriate behaviours of those involved, in a manner that requires them to take responsibility for their actions by acknowledging their choices and the people who have been affected by their behaviour, focusing on repairing the harm that has been done.

Impartiality

Each matter will be considered in a fair and impartial manner. No judgements or assumptions will be made, and no action will be taken until discussions and inquiries are complete. If a complaint is made against a person, their rights will be protected, and they will be given an opportunity to have their side of the story heard.

Confidentiality

As far as is reasonable and safe, matters will remain confidential. The only people who will have access to information about the behaviour will be those responsible for bringing the matter to a reasonable outcome.

Timeliness

Each matter will be finalised within as short a period as possible.

No Victimisation

The school will make every reasonable effort to ensure that a person involved in the behaviour support process is not victimised in any way.

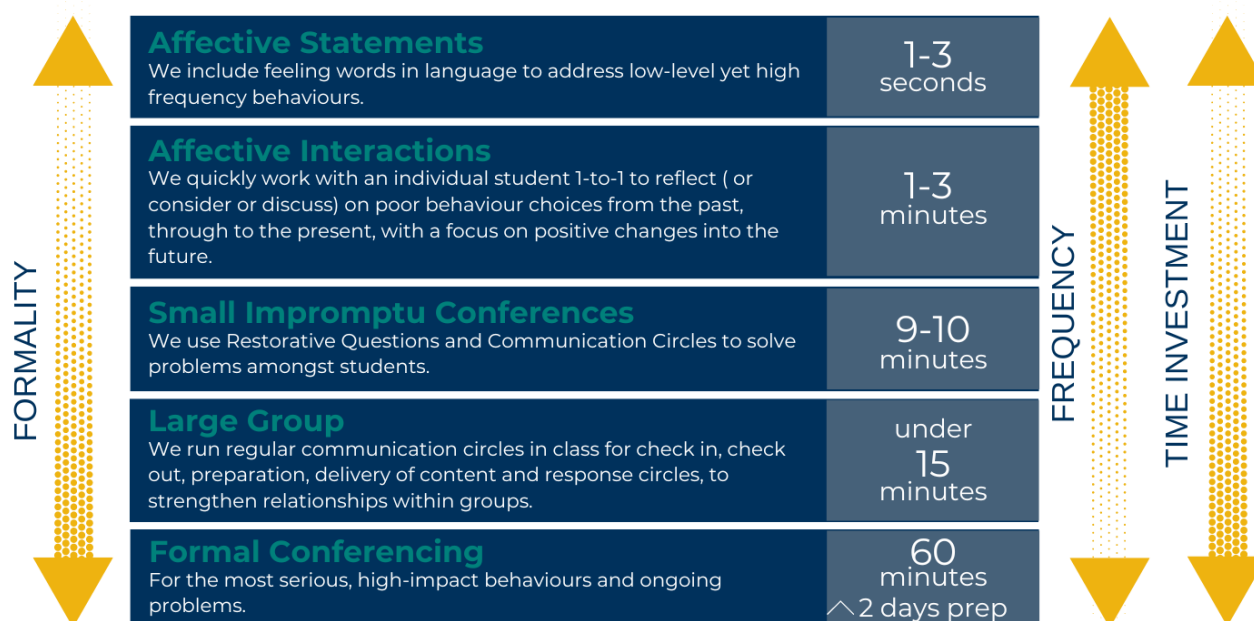
Forgiveness

As a school community, we promote and build opportunities for forgiveness to be expressed.

At GMAS we use **affective** language and actions to encourage the acquisition of knowledge, skills and attitudes through emotional engagement. Affective language and actions recognise that emotions play a pivotal role in shaping cognitive processes, memory retention and decision-making.

The GMAS Student Engagement Plan identifies the various strategies which will be engaged with.

We follow a restorative continuum to elevate positive student behaviour



The use of **Past, Present and Future conversations** will form the basis of many interactions with staff and students to ensure there is a focus on repairing the damage to relationships. **Restorative and Shared Concern Conferences** will be used with staff, parents and students. **Follow-Up Actions** will be linked, in a restorative manner, to the behaviour.

GMAS explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. Please see [Appendices](#) for a description of these terms, as defined in the Guide to Registration Standards for Non-Government Schools (2024).

Reflection*

Regular school Reflection Time provides a formalised session when students are required to participate in reflection, related to their behaviour, and how it impacts others and any changes needed to align their behaviour more closely with the Student Code of Conduct.

Re-engagement Contract*

When a student requires more regular monitoring and feedback, a Re-engagement Contract will be created by Head of House or Assistant Head of Primary in collaboration with the student. These contracts can involve a variety of strategies. This process is overseen by the Head of House or Assistant Head of Primary, and parents are informed when their child is placed on a Re-engagement Contract.

Restorative and Shared Concern Conferences*

Restorative and Shared Concern Conferences are used to discuss deeply the issues at hand. These are held with a Senior Leadership Team member, student and parents/carers.

Good Standing*

All students commence every school year with Good Standing. When a student fails to maintain Student Respect and Responsibility standards, steps within the GMAS Behaviour Support Policy and GMAS Student Engagement Plan are followed, and Good Standing can be revoked (See [Appendices, Appendix C](#)).

Suspension*

When the behaviour has caused significant harm, either an In School Suspension or an Out of School Suspension will be arranged. The length of the suspension will be determined by the appropriate Senior Leader.

School Withdrawal or Expulsion*

When a student no longer follows the values of GMAS and enrolment at the School is no longer viable for all parties. In the event of a student being withdrawn or expelled from GMAS, the Principal will notify the GMAS Chair of School Council of the decision.

GMAS reserves the right to assess each breach of the behaviour expectations on its merits and to refer any incident to the most appropriate level. In the most serious cases, which involve violence or a criminal act, the Principal may deal with students involved in the first instance. Some incidents require more formal procedures to be followed that may include mandatory police notification (e.g. possession of inappropriate illegal materials, weapons or drugs). These cases will be assessed and dealt with directly by the Principal.

GENERAL BEHAVIOUR

GMAS is committed to working with families to establish a restorative culture that discourages unexpected behaviours, as well as bullying, harassment and violence in all forms. The school's focus is on establishing and maintaining positive relationships. All members of the school community have the right to a safe and supportive learning environment where they can reach their full academic, emotional, physical and spiritual potential.

Poor behaviour choices relate, but are not limited to, breaches of the Student Respect and Responsibility Standards. For example

- Disruptions in class
- Inability to follow instructions
- Disrespect to staff, students or school property
- Possession of items not permitted at school
- Unpermitted use of mobile devices
- Avoidance of class or school
- Inappropriate online interactions

Bullying, harassment, and violence are specific issues that GMAS must identify and address. See [Appendices](#), Appendix E – Bullying and Harassment Prevention Policy and Procedures. GMAS will not tolerate bullying, harassment, or violence, and are committed to following a restorative pathway to prevent harm, incorporating conflict resolution strategies rather than retributive/punitive practices, with the objective of inspiring a feeling of empathy and restorative action on the part of those involved and forgiveness by the person who has been affected.

GMAS will follow restorative strategies in dealing with all forms of bullying, harassment and violence, however, an approach of limited tolerance will be taken, and actions will move through the continuum quickly. Degrees of bullying, harassment and violence need to be considered when GMAS decides its response to an incident. GMAS therefore, reserves the right to assess each situation on its merits and respond using the most appropriate pathway. The Principal reserves the right to modify a pathway response in relation to any incident.

Bullying, harassment and violence can take many forms, including, but not limited to Physical; Psychological/Emotional; Verbal; Non-verbal; Offensive Interactions; Cyber Interactions; Property Damage; Innuendo related to others' characters; Sexual Harassment.

RELATED DOCUMENTATION

Bullying and Harassment Prevention Policy and Procedures

APPENDICES

[Appendix A – Early Childhood Behaviour Support Flowcharts](#)

[Appendix B – Year 3 – 12 Behaviour Support Flowcharts](#)

[Appendix C – Good Standing](#)

[Appendix D – Standard 12 Definitions](#)

[Appendix E – Bullying and Harassment Prevention Policy and Procedures](#)

REVISION RECORD

DOCUMENT STATUS

Under Review

Draft for Approval

Final

Function/Section	Operations
Policy Compliance Officer	Deputy Principal
Policy Manager	Principal
Approval Authority	School Executive
Next Review Date	July 2027

DOCUMENT MODIFICATION HISTORY

Version	Date	Summary
1	28/08/18	Draft for feedback
2	04/12/18	Amended version incorporating feedback
3	8/11/19	Minor changes to wording as per revised AISWA guidelines. Other minor edits.
4	Feb 2022	Full review of content
5	17/04/23	Post- <i>Restorative Teaching</i> training review
6	19/6/24	Major review
7	20/2/25	Updated appendices

DOCUMENT APPROVAL

Approved By:	Effective Date:
School Executive Team	

AT GMAS WE.....

EARLY CHILDHOOD



Are Respectful –

We wait patiently, listen carefully and follow instructions



Are kind –

Say hello to teachers and friends, take turns and share



Look after our things –

Take care of our belongings, put rubbish in the bin and leave shared spaces tidy for everyone



Are ready to learn –

We use our skills to learn, grow and try our best.



BEHAVIOUR SUPPORT FLOW CHART

EARLY CHILDHOOD

LEVEL	EXAMPLES COULD INCLUDE	ACTION	SEQTA RECORDING	PARENT CONTACT
PRE	Interactions and approaches that are initiated early in relationship building.	Managed by: Class Teacher/Education Assistant/Duty Teacher Relationship building, priming language, affective language, positional strategies	Not required	Not required
LEVEL 1 Low level unexpected behaviour	Calling out, interrupting, using indirect inappropriate language, unkind comments, not following an instruction when asked, disrupting the learning environment, disregulated behaviour.	Managed by: Class Teacher/Home Room Teacher/Duty Teacher CONVERSATION: 'Affective Statements': use of feeling words to address behaviour. Relationship building approaches. CONVERSATION with FOLLOW UP ACTION: Teacher initiated choice, low level follow up action. Relationship building approaches.	Yes- Reporting Teacher Using SEQTA Level 1 from drop down menu Include Follow Up Action	At door conversation or SeeSaw note
LEVEL 2 Intermediate level or unexpected behaviour either repeated or a serious breach, causing harm to self or others	Ongoing, repeated Level 1 behaviour, - persistent and unexpected.	Managed by: Class Teacher/Duty Teacher/Early Childhood Coordinator/Assistant Head of Primary CONVERSATION with FOLLOW UP ACTION: Teacher driven conversation. Appropriate follow up action for behaviour related to incident including reflection time and may involve support from Assistant Head Primary/Early Childhood Coordinator. Relationship building approaches.	Yes - Reporting Teacher Using SEQTA Level 2 from drop down menu Include Follow Up Action All coordinators included.	Essential
LEVEL 3 Persistent non-compliant or unexpected behaviour	Behaviour that has not altered after prior intervention in Level 1 and 2.	Managed by: Assistant Head Primary REMOVAL: from situation/environment to a safe space if applicable. CONVERSATION with FOLLOW UP ACTION: Assistant Head Primary and reporting teacher, age appropriate Past-Present-Future conversation and Restorative/Shared Concern Conferences*. Refer to SAER. Follow up action related to the harm caused and relationship damaged. Relationship building approaches. May result in Reflection Time/Modified Days/Reset Days. A Re-engagement Contract* may be implemented.	Yes - Assistant Head Primary/Head of House SEQTA Level 3 from drop down menu Include Follow Up Action All coordinators included	Essential Face-to-face meeting required Referral to internal/external support agencies if appropriate
LEVEL 4 Serious level complex and unsafe behaviour that is severe and significant	Behaviour that puts others at risk of ongoing injury or harm.	Managed by: Head of School and/or Deputy Principal and/or Principal CONVERSATION: Affective Interactions moving along the continuum (as required). Past-Present-Future conversation and Restorative/Shared Concern Conferences*. Follow up action will relate to the harm caused and relationship damaged using restorative practices. Behaviours monitored and communicated to all stakeholders. May result in Reflection Time*,Exclusion from excursions, and/or Suspension* and/or School Withdrawal or Expulsion*. A Re-engagement Contract* may be implemented.	Yes - Reporting Teacher and Head School/Deputy Principal Using SEQTA Level 4 from drop down menu Include Follow Up Action All coordinators included	Essential Face-to-face meeting required. Referral to internal/external support agencies if appropriate

NB: The examples listed above are not definitive or exhaustive. Each circumstance will be managed individually and at the discretion of the GMAS Senior Leadership Team. The Principal is required to notify the College Chair of Council of any expulsion.

Key Distinctions

Age-Appropriate: Behaviours that are typical for 3, 4 and 5-year-olds and can improve with time, guidance, and positive reinforcement.

Not Age-Appropriate: Behaviours that fall outside the expected developmental norms, indicating a potential need for further support or intervention.

Age Appropriate Social Behaviours

- Playing alongside peers (parallel play, more common for 3-year-olds).
- Beginning to engage in cooperative play, like building together or group games (more common for 4-year-olds).
- Attempting to share toys and take turns, even if with reminders.
- Using simple verbal expressions to resolve conflicts (e.g., "It's my turn now").
- Seeking help from adults when unsure how to handle a situation.

Age Appropriate Physical Behaviours

- Running, climbing, and balancing within safe limits of playground equipment.
- Trying new physical challenges, such as climbing higher, while seeking guidance if needed.
- Testing boundaries occasionally (e.g., climbing a little higher than instructed), but responding to redirection.

Age Appropriate Emotional Behaviours

- Showing concern for peers (e.g., comforting an upset friend).
- Expressing frustration or disappointment verbally (e.g., "I don't like that").
- Learning to regulate emotions with adult support.

Inappropriate but Age-Appropriate Behaviours - These behaviours are not ideal but are typical for the students developmental stage and can improve with guidance.

Inappropriate Social Behaviours

- Grabbing toys or taking turns impulsively.
- Difficulty following all rules consistently due to short attention spans.
- Disrupting the learning environment
- Occasional struggles with sharing or taking turns in competitive situations.
- Minor physical conflicts, like pushing or grabbing during disputes over toys or equipment.
- Testing playground boundaries (e.g., climbing higher than allowed) but stopping when reminded.
- Use of unkind words/comments

Inappropriate Physical Behaviours

- Running, climbing, and balancing within safe limits of playground equipment.
- Trying new physical challenges, such as climbing higher, while seeking guidance if needed.
- Testing boundaries occasionally (e.g., climbing a little higher than instructed), but responding to redirection.

Inappropriate Emotional Behaviours

- Showing concern for peers (e.g., comforting an upset friend).
- Expressing frustration or disappointment verbally (e.g., "I don't like that").
- Learning to regulate emotions with adult support.

AT GMAS WE.....

YEAR 3-12



- ★ Wait respectfully outside the classroom
- ★ Greet teachers and peers respectfully
- ★ Use devices only with staff approval
- ★ Leave the classroom and shared spaces tidy
- ★ Are prepared: charge our device, bring needed materials, fill our water bottle and use the toilet before class
- ★ Take responsibility for our personal belongings: uniform, iPad, lunchboxes
- ★ Commit to doing our best



BEHAVIOUR SUPPORT FLOW CHART

YEAR 3 - 12

LEVEL	EXAMPLES COULD INCLUDE	ACTION	SEQTA RECORDING	PARENT CONTACT
PRE	Interactions and approaches that are initiated early in relationship building.	Managed by: Class Teacher/Home Room Teacher/Duty Teacher Relationship building, priming language, affective language, positional strategies.	Not required	Not required
LEVEL 1 Low level inappropriate behaviour	Calling out, interrupting, using indirect inappropriate language, unkind comments, littering, uniform infringement, late with no explanation, not following an instruction when asked, disrupting the learning environment	Managed by: Class Teacher/Home Room Teacher/Duty Teacher. CONVERSATION: 'Affective Statements': use of feeling words to address behaviour. Relationship building approaches. CONVERSATION with FOLLOW UP ACTION: Teacher initiated choice, low level follow up action. Relationship building approaches.	Yes- Reporting Teacher Using SEQTA Level 1 from drop down menu Include Follow Up Action	Optional, however, early contact is beneficial.
LEVEL 2 Intermediate level behaviour either repeated or a serious breach, causing harm to self or others	Ongoing breach of Level 1 behaviour, inappropriate conduct, deliberate and intentional breach of the Student Respect and Responsibility Standards.	Managed by: Class Teacher/Home Room Teacher/Duty Teacher and Assistant Head Primary/Head of House/Head of Department. CONVERSATION with FOLLOW UP ACTION: Teacher driven Past-Present-Future conversation. Appropriate follow up action for behaviour related to incident including reflection time and may involve support from Assistant Head Primary/Head of House/Head of Department/Head of School. Relationship building approaches.	Yes- Reporting Teacher and/or Leader Using SEQTA Level 2 from drop down menu Include Follow Up Action All coordinators included.	Essential
LEVEL 3 Serious inappropriate breach or persistent non-compliant behaviour	Behaviour that has not altered after prior intervention in Level 1 and 2, using direct inappropriate language, vandalism, theft, purposefully missing lessons, using racial or gender inappropriate language, conduct that puts self and others at risk, serious breach of the Student Code of Conduct or Bullying Policy and the Student ICT User Agreement.	Managed by: Assistant Head Secondary/Head of Primary/Head of Secondary REMOVAL: from situation/environment to a safe space if applicable. CONVERSATION with FOLLOW UP ACTION: Assistant Head Primary/Head of House/Head of Department (where appropriate) and reporting teacher, Past-Present-Future conversation and Restorative/Shared Concern Conferences*. Follow up action related to the harm caused and relationship damaged. Relationship building approaches. May result in Reflection Time* and/or Good Standing* review, and/or Suspension* and/or School Withdrawal or Expulsion*. A Re-engagement Contract* may be implemented.	Yes - Assistant Head Primary/Head of House SEQTA Level 3 from drop down menu Include Follow Up Action All coordinators included	Essential Face-to-face meeting required Referral to external support agencies if appropriate
LEVEL 4 Serious level complex and unsafe behaviour that is severe and significant	Vaping, use of alcohol, behaviour that puts others at risk of ongoing injury or harm including actual or threats of physical violence, behaviour that threatens the reputation of the School, significant breach of the Student Code of Conduct, Prevention of Bullying Policy and the Student ICT User Agreement.	Managed by: Head of School and/or Deputy Principal and/or Principal CONVERSATION: Affective Interactions moving along the continuum (as required). Past-Present-Future conversation and Restorative/Shared Concern Conferences*. Follow up action will relate to the harm caused and relationship damaged using restorative practices. Behaviours monitored and communicated to all stakeholders. May result in Reflection Time* and/or Good Standing review*, and/or Suspension* and/or School Withdrawal or Expulsion*. A Re-engagement Contract* may be implemented.	Yes - Reporting Teacher and Head School/Deputy Principal Using SEQTA Level 4 from drop down menu Include Follow Up Action All coordinators included	Essential Face-to-face meeting required. Referral to external support agencies if appropriate

NB: The examples listed above are not definitive or exhaustive. Each circumstance will be managed individually and at the discretion of the GMAS Senior Leadership Team. The Principal is required to notify the College Chair of Council of any expulsion.



GMAS GOOD STANDING GUIDELINES

OUR GMAS VALUES ARE

RESPECT ACCOMPLISHMENT INCLUSIVITY SPIRITUALITY EMPATHY

As a School community we unite and work to follow these values

GOOD STANDING

All students at Georgiana Molloy Anglican School commence every school year with Good Standing.

Good Standing is maintained by following the Student Respect and Responsibility Standards, ensuring the school environment is:

- Safe
- Challenging and Encouraging
- Inclusive
- Respectful
- Wellbeing Focused
- Proud

These are desirable behaviours which assist students to manage and maintain their Good Standing.

LOSS OF GOOD STANDING

When a student fails to maintain the Student Respect and Responsibility Standards, steps within the GMAS Behaviour Support Policy and GMAS Student Engagement Plan are followed, and Good Standing can be revoked.

CONSEQUENCES OF LOSING GOOD STANDING

Students who lose their Good Standing forgo their privileges, including but not limited to attending and participating in -

- GMAS co-curricular activities
- School social functions
- GMAS representation activities
- School excursions
- IGNITE Program including School camps
- GMAS Intrastate, Interstate and International tours
- School leadership positions
- Right to have a car on campus
- Wearing a GMAS Leavers Jacket

Whenever possible, the consequences of losing Good Standing will be directly linked to the specific inappropriate behaviours. Students who lose their Good Standing will be provided with ample opportunities to regain it. This process will be clearly communicated to both students and parents/carers. Reflective conversations will help students identify an appropriate path forward.

APPENDIX D

Guide to Registration Standards for Non-Government Schools (2024)

Standard 12: Management of students' behaviour

- 12.1 All students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers.
- 12.2 The school explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined and provides clear guidance to all members of the school community about what forms of behaviour management, discipline or punishment are permitted.
- 12.3 The administration of permitted forms of behaviour management, discipline or punishment conforms to the rules of procedural fairness and non-discrimination.

Definitions

Child abuse

Four forms of child abuse are covered by WA law and are defined by the Department of Communities:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
2. Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where:
 - (a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - (b) the child has less power than another person involved in the behaviour; or
 - (c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
 - (a) psychological abuse; and
 - (b) being exposed to an act of family and domestic violence.
4. Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.

Corporal punishment

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Emotional abuse

Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings.

Psychological abuse

Repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development and intelligence. It is a form of emotional abuse.

Rules of procedural fairness

These rules require:

- (a) a hearing appropriate to the circumstances;
- (b) lack of bias;
- (c) evidence to support a decision; and
- (d) inquiry into matters in dispute.

Director General's considerations

Policies and procedures

A school's student behaviour policies and procedures must be sufficiently clear and certain, as well as disseminated to all students, to ensure that students can be confident in knowing what behaviour will breach the student code of conduct (or equivalent), and what consequences may result. While group punishments, where a whole group is punished for the wrongdoing of one or more group members, are not explicitly banned, they will rarely be consistent with providing positive guidance or procedural fairness.