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Behaviour Management Policy for the National Education System of Papua New Guinea

2009

“Improving student behaviour and welfare”

**Papua New Guinea
Department of Education**

Policy Review date 2014

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Foreword

The National Behaviour Management Policy is a milestone towards effective management of behavioural issues in schools. This policy clarifies the roles, rights and responsibilities of schools, parents/guardians, teachers and students in improving student discipline and raising achievement. It is in the best interest of our country to develop responsible, educated and skilled citizens who actively contribute to the future of Papua New Guinea.

Most students behave well in schools. However, the Papua New Guinean education system experiences anti-social behaviour which harms the education and health of our young people. It is important these issues are addressed and that schools are supported to deal effectively with poor behaviour. The Department of Education and its schools have to be proactive in ensuring that there are strategies for preventing these problems.

All schools and education institutions will be expected to develop their own School Behaviour Management Policy in consultation with students, staff and parents/guardians. Every school should strive to be a safe, caring and fair learning environment. Every teacher and school manager should have effective skills in positive behaviour management to help students learn from their mistakes. Every student has the right and the responsibility to learn, behave well and develop to their full potential.

I endorse this policy for immediate implementation.



HON. JAMES MARAPE, MP
Minister for Education
September 2009

Aims of this policy

The national goal of Integral Human Development and the principles of human rights and responsibilities are the foundation of this policy.

The aims of this policy are to help schools at all levels of the national education system to:

1. Promote and improve positive student behaviour through the collaborative efforts of students, teachers, head teachers, parents/guardians, school boards and other stakeholders.
2. Help all stakeholders to understand and exercise their rights and responsibilities in managing student behaviour.
3. Help schools create a fair, caring and safe learning environment for students and teachers.

The guiding principles of this policy

This policy is based on these core principles of human rights and responsibilities.

Principle 1: Right to education

Every child has the right to an education and the right to learn. For effective learning to take place, good behaviour in all aspects of school life is essential.

Parents, communities and Government of Papua New Guinea have the responsibility to ensure children have the opportunity to go to school.

Principle 2: Right to respect, equality and fairness

Every student and teacher has the right to be treated with respect in a fair, honest and transparent manner regardless of gender, sexuality, race, age, HIV status, academic level, disability, religion, family, economic and/or cultural background.

All members of the school community are responsible for upholding and respecting the rights of others.

Principle 3: Right to a safe learning environment

Every student and teacher has the right to work in a peaceful, caring and safe school which promotes healthy lifestyles and behaviour.

Students and teachers have the right to work in an environment free from violence, sexual harassment and all forms of abuse and exploitation. Corporal punishment is not to be used at any time.

All members of the school community have the responsibility to promote peaceful, caring and safe school environment and to ensure that schools are free from violence, sexual harassment and all forms of abuse and exploitation.

Principle 4: Right to good quality education

Every student has the right to a relevant, student-centred and engaging curriculum and a competent teacher who is fair and caring and who is a good role structured teaching on values, morals and life skills.

Students have the right to a qualified and competent teacher who is fair and caring and who is a good role model for behaviour.

Students and teachers have the right to work in a well-managed school. Well-managed and well-led schools have fewer behaviour problems.

Students have the responsibility to learn and engage in school lessons and activities to the best of their abilities.

Teachers have the responsibility to be professional, competent and to manage their classrooms and schools well.

Principle 5: Right to fair and consistent rules

Students and teachers have the right to fair, appropriate and consistent application of school rules listed in the school's behaviour management policy.

Parents, guardians and students have the right to be heard at disciplinary committee meetings and the right to appeal against expulsion to an impartial and qualified authority.

Students have the responsibility to follow school rules.

Parents have the responsibility to assist their children to follow school rules. They have to work with schools to ensure fair, appropriate and consistent application of school rules.

Principle 6: Right to a school behaviour management policy

Schools have the responsibility to implement effective and appropriate behaviour management strategies.

Parents, guardians, students, teachers and the school board members have the right and responsibility to be actively involved in the writing and review of the school's behaviour management policy. The policy must be communicated clearly to all members of the school community.

Principle 7: Right to access counselling and referral services

All students and teachers have the right to access counselling and referral services.

Schools have the responsibility to provide counselling and referral services.

Principle 8: Best practice and cooperation

Teachers, head teachers and schools have the responsibility to learn from each other to improve student behaviour management strategies.

All teachers, head teachers, school boards and relevant education officers have the right to high quality training and support to implement best practice in behaviour management.

All stakeholders have the responsibility to work together to maintain and improve student behaviour.

Principle 9: Personal responsibility

All members of the school community are responsible for their own actions and the consequences of their behaviour.

The school community has the responsibility to help younger children and children with special needs, learn to be responsible for their decisions and behaviour, within the limits of their maturity and developmental ability.

Introduction

The Department of Education is determined to support schools to effectively manage student behaviour. This policy provides the foundation for ways in which stakeholders can work together to guide and improve student behaviour. It also sets out a framework to assist schools in resolving those student issues that require disciplinary actions.

School behaviour management is more than just school rules, codes of conduct, punishments and counselling. It also involves effective classroom management, a safe working environment, praise and rewards, clear communication, participation by all stakeholders, life skills training, sharing best practice, assertive discipline, good planning and well trained and well supported professional teachers. Effective behaviour management is a whole school approach and reduces the potential for poor and antisocial behaviour to occur by developing the social, emotional and behavioural skills of students.

Background

The PNG education reform has rapidly led to a large increase in student enrolment. The curriculum has changed to become more relevant and student centred. Cultural and social changes have also made additional demands on the education system. Schools and teachers have had to rise to the difficult challenge of these changes and the increasing demand for quality education. The Department of Education has recognised the need to change approaches and systems to meet the challenge of education and student behaviour management in the 21st century.

In November 2005, the Department of Education and AusAID commissioned research on behaviour management. *The Review of Student Behaviour and Counselling Requirements in PNG* made a series of recommendations for improving support for schools and was endorsed for implementation by the DoE in May 2007.

The review identified social problems that affect students including drug and alcohol abuse, violence, sexual harassment and rape, unplanned pregnancies, pornography, cult activities and generation names, bullying, abuse of information technology (internet, mobile phones), and poor behaviour when travelling to and from school. Poor student-teacher communication and poor teacher behaviour contribute to discipline problems and disruption in the school. However it is important to recognise that the majority of students and behave well and work hard.

This policy is one strategy for changing the way schools manage and respond to student behaviour. Other activities are highlighted in the responsibilities for stakeholders, such as improving and expanding the training of school based counsellors, improving the quality of teacher training in behaviour management, improving systems for teacher discipline, improving school management, improving school infrastructure and increasing community participation.

Consultation

There has been wide consultation to develop this policy including a media campaign in newspapers and on radio, national consultation visits and forums, literature reviews, distribution of two draft copies and four regional editing workshops. Teachers, students and parents/guardians were the main focus of the initial consultation. National and international best practices have been studied and the content and principles have been discussed with an extensive group of stakeholders, particularly students, parents/guardians and teachers.

Guide to this policy

There is a supplementary document, *Behaviour Management: a Guide for Schools* to support this policy which provides guidance to teachers and schools on best practice in behaviour management. This supplementary document provides information on behaviour management strategies, recommendations on discipline procedures, appropriate rewards and sanctions. *Behaviour Management: a Guide for Schools* also provides advice on how to respond to specific problems and issues faced by schools.

Who must follow this policy?

This policy covers all government and church agency schools and educational institutions within the national education system. All students, teachers, head teachers and school management (including boards of management, boards of governors and governing councils), school based counsellors and ancillary staff have a responsibility to follow this policy.

This policy also applies to all education officers from both national and provincial levels, including the National Education Board (NEB), Provincial Education Boards (PEBs), education advisors, standards and guidance officers.

Furthermore, this policy recognises the vital roles played by different stakeholders in the school community including parents/guardians, young people, churches, non-governmental organisations (NGOs), health services, welfare services and the police. These vital partnerships are to be established, maintained and encouraged.

Permitted educational institutions are welcome to adopt the support document, *Behaviour Management: a Guide for Schools*.

What do we mean by 'child' and 'student'?

Children are under 18 years old. They are covered by special laws and international obligations such as the *Juvenile Justice Act*, *Lukautim Pikinini Act* and *United Nations, Convention on the Rights of the Child*.

Students can be of any age as long as they are enrolled in an educational institution. Students older than 18 years have adult legal responsibilities but should be treated accordingly within the principles of this policy.

It is important to note that children differ in their ability to make decisions at different ages. Whilst this policy applies generally to all students of all ages, please remember that consideration needs to be made for younger students or those students with special needs who may not be able to understand and realise the causes and consequences of their own behaviour.

Key terms

Behaviour

Behaviour is the reactions and actions of an individual or group to other individuals or groups of people, events, or the environment. Student behaviour refers to the sets of behaviours that would usually be seen in groups of young people at school. The behaviour of students is influenced by their age, peers, family, teachers, culture and gender. Examples of positive student behaviours include helping friends, studying hard, obeying school rules and organising social activities. Examples of poor student behaviour include disruption in class, not completing work, poor punctuality and not listening to teachers. Anti-social behaviours are those behaviours that cause distress and harm to others and are unacceptable in society. Examples of anti-social behaviour include bullying, cult activities, drug and alcohol use, and graffiti.

School behaviour management

Behaviour management is a whole school approach to promoting positive student behaviour. It is about creating an environment where students are valued and learn socially acceptable ways of behaving. It includes a range of strategies for responding to poor behaviour, including effective discipline techniques, effective sanctions, fair suspension and expulsion processes, and counselling.

It also includes strategies that encourage positive student behaviour such as ensuring a safe, supportive and healthy learning environment, effective class and school management and teaching of life skills.

School behaviour management reduces the potential for poor and antisocial behaviour by developing the social, emotional and behavioural skills of students through a wide range of strategies.

Discipline

Discipline comes from the word 'disciple' which means 'to instruct'. School discipline is about teaching children the rules of acceptable behaviour, and helping them to understand what is expected of them in their society. Effective discipline ensures there is a sense of order amongst students and school are safe places where learning can take place without interference. School rules and behaviour management policies are part of discipline. Often when people talk about discipline, they really mean 'punishment' which is one method to enforce discipline by negative or harmful means.

Punishment

Punishment is when a negative and unpleasant consequence is given to an individual so that they will not repeat the same behaviour again. Punishments are often designed to make the individual suffer. For example, calling children names to embarrass them in front of their classmates, forcing a student to go without food during their lunch or hitting a child. Often punishments are ineffective and even harmful because they based using fear and discomfort as a strategy to control students and do not provide an opportunity for the student to learn alternative behaviour. Corporal punishment (using physical force against a student) is not permitted by the Department of Education. In recognition of the issues around the use of punishment, this policy uses the term sanction rather than punishment to refer to measures taken by schools to enforce a consequence for poor behaviour. *Behaviour Management: a Guide for Schools* provides further information about the use of sanctions.

Counselling

Counselling is a process that helps people to cope with issues and reach decisions affecting their lives. It involves the counsellor talking with a person (client) in a way that helps that person explore their problems, understand the contributing factors and identify ways to change or improve their behaviour, character, values or life circumstances. It does not involve giving advice or making judgements.

People usually seek counselling when they are experiencing distress, change or when there has been a crisis. Counselling is always voluntary. You cannot force people to enter into counselling.

Sometimes, poor student behaviour is caused by problems or challenges that the young person is facing in their life. Counselling can help young persons to change their behaviour and better deal with their problems. In schools, counselling is provided by a school based counsellor who has been trained by the Department of Education.

Who is responsible for implementing this policy?

1. The responsibilities of students

Students are the most important stakeholders in maintaining good behaviour in schools.

To help implement this policy students have a responsibility to:

1.1 Behave well, respect others and follow school rules

- 1.1.1 Behave well in school and follow the school rules in the school behaviour management policy.
- 1.1.2 Take responsibility for their own behaviour and learn from their mistakes.
- 1.1.3 Say “no” to risky or illegal behaviours.
- 1.1.4 Respect the learning and rights of others.
- 1.1.5 Contribute to the writing and review of a school behaviour management policy. Understand the policy, its expectations and be guided by it.

The Department of Education expects all students to:

1. Do their best in school.
2. Treat peers in a caring and friendly way regardless of their gender, sexuality, health, disability, religion, race or cultural background.
3. Solve problems and conflicts in a peaceful way.
4. Value school property and respect the properties of others.
5. Cooperate with fellow students, teachers and school authorities.
6. Actively contribute to decision making in the school and the Student Representative Council.
7. Try to be a good role model for others and encourage peers to behave well.
8. Be honest.
9. Report incidents of disruption, bullying, violence and any form of harassment.
10. Ask for help if they need it and help others.
11. Dress neatly in line with the school rules.
12. Come to school (don't truant) and attend lessons on time.

2. The responsibilities of parents and guardians

Parents and guardians have a vital role to play in the education of their children and are the first teachers of good behaviour and positive values. Some behaviour problems in school are linked to a student's home life.

To help implement this policy parents and guardians have the responsibility to:

2.1 Raise children in a safe, healthy and caring home

- 2.1.1 Provide food, water, clothing, shelter, love, support, security and discipline for their children.
- 2.1.2 Raise children in a home free from violence, fear, drugs, alcohol and all forms of abuse.
- 2.1.3 Provide education for their children.
- 2.1.4 Provide a well organised home with time for work and play. There should be a place for children to study.

2.2 Build the foundations for good behaviour

- 2.2.1 Be a good role model.
- 2.2.2 Treat all children under their care equally.
- 2.2.3 Value all children: praise and encourage their strengths and recognise their good behaviour.
- 2.2.4 Teach acceptable behaviour in a non-violent, loving and consistent way.
- 2.2.5 Help children set realistic goals.
- 2.2.6 Help children to understand and appreciate key values. Teach them good morals, ethics and customs.

2.3 Support education and behaviour management in schools

- 2.3.1 Ensure the safety and good behaviour of their children to and from school.
- 2.3.2 Meet regularly with their child's teacher and discuss the child's progress.

- 2.3.3 Report academic, behavioural, health or family problems that affect the child at school quickly to the teacher, school based counsellor or head teacher.
- 2.3.4 Learn about the school policies and curriculum.
- 2.3.5 Support the school in decisions about student behaviour and use proper procedures for appeal when there is disagreement about the decision.
- 2.3.6 Contribute to the development of the school and be actively involved in school activities such as parents & citizens (P&C) meetings and the school learning improvement plan (SLIP).
- 2.3.7 Contribute to the writing, implementation and review of the school behaviour management policy.

3. The responsibilities of communities

Communities form the wider environment for the development of the child. They also have an important role to play in their local school. Children's behaviour reflects the community they grow up in and all community members have a responsibility to help young people grow to be responsible citizens.

To help implement this policy communities have the responsibility to:

3.1 Build a safe and healthy environment for students

- 3.1.1 Protect all children against all forms of violence and abuse, bullying, drugs and alcohol and exploitation.
- 3.1.2 Protect all children, especially girls and young women, from sexual harassment, rape, incest and sexual exploitation.
- 3.1.3 Help children to resist harmful peer pressure.
- 3.1.4 Identify trustworthy and reliable people in the community that young people and children can go to if they need help or advice.
- 3.1.5 Teach children the positive traditional values, cultures and customs which are beneficial to their health, education and well being.

- 3.1.6 Establish and support programs and activities for young people. For example, sports, religious activities, scouts, girl guides, musical activities, peer education and youth clubs.

3.2 Support education and behaviour management in schools

- 3.2.1 Ensure all children in the community go to school and value education equally for both boys and girls. Help disadvantaged children to go to school.
- 3.2.2 Respect the decision of the school when dealing with unacceptable student behaviour.
- 3.2.3 Encourage a culture of respect for the school and discourage vandalism, theft, and other destructive behaviour.
- 3.2.4 Select school board members wisely and have equal participation of men and women.
- 3.2.5 Support the teaching of the subject titled 'personal development'.
- 3.2.6 Participate in P&C meetings and other school activities such as the SLIP.

4. The responsibilities of teachers

Teachers have a duty of care to all students. They must establish an effective, safe, calm and productive learning environment. A well-prepared, knowledgeable, skilful and caring teacher will have a well-behaved and well-managed class. Every teacher is responsible for managing student behaviour in their school.

To help implement this policy teachers have the responsibility to:

4.1 Be a good role model for behaviour

- 4.1.1 Follow the *PNGTA Teacher Code of Ethics*. Teachers who are not a member of PNGTA can still use the *PNGTA Teacher Code of Ethics* as a guide to ethical teacher behaviour.
- 4.1.2 Treat all students equally and fairly regardless of their gender, sexuality, health, disability, religion, race or cultural background.
- 4.1.3 Respect the rights of all students and other members of the school community.

- 4.1.4 Listen to students and give them the opportunity to contribute meaningfully in school activities.
- 4.1.5 Promote positive, honest and caring relationships within the school.
- 4.1.6 Be punctual and do not leave their class unsupervised.

4.2 Professionally manage student behaviour

- 4.2.1 Plan and use a range of positive and effective behaviour management strategies.
- 4.2.2 Be fair, prompt, calm and consistent when dealing with student misbehaviour. Teachers must not use any form of violence or corporal punishment. Sanctions should never deliberately cause physical, emotional or mental harm to students.
- 4.2.3 Communicate honestly and effectively with parents and guardians about their student's learning and behaviour. Plan and prepare regular student-teacher-parent/guardian conferences.
- 4.2.4 Build the self esteem of students by recognising, valuing and developing all the skills and talents of students.
- 4.2.5 Support positive extra-curricular activities, peer education or student leadership programs in the school.

4.3 Protect children

- 4.3.1 Encourage and refer students to counselling.
- 4.3.2 Safeguard confidential information unless someone is at risk.
- 4.3.3 Immediately report to the Director of Child Protection or his/her delegated authority, if the teacher has reason to believe a child is in need of protection. Teachers may inform their head teacher but the teacher has a legal duty to report.

4.4 Share best practice

- 4.4.1 Plan and teach student-centred lessons which are motivating and challenging.
- 4.4.2 Work as a team with fellow teachers to write and implement a school behaviour management policy.

- 4.4.3 Keep accurate and proper written records of student behaviour issues and provide regular updates to school management, and parents and guardians.
- 4.4.4 Improve their teaching and behaviour management skills through professional development.

5. The responsibilities of school based counsellors

A school based counsellor is trained and certified by DoE to counsel and provide guidance to students in the school. Counselling and guidance are positive behaviour management strategies. There should be at least one male and one female school based counsellor in every secondary school and one school based counsellor in every large primary school.

To help implement this policy school based counsellors have the responsibility to:

5.1 Be an ethical and effective school based counsellor

- 5.1.1 Follow the *DoE School Based Counsellor Code of Ethics*.
- 5.1.2 Be a positive role model: neutral, non-judgemental and supportive.
- 5.1.3 Keep counselling sessions confidential unless a person is at risk to themselves or others or if they provide consent for you to share information from the session.
- 5.1.4 Refer students to other supporting services if necessary.
- 5.1.5 Assist the school to organise student leadership training, peer education programs and other relevant activities to improve and manage student behaviour.
- 5.1.6 Report regularly to the provincial guidance officer and seek advice if necessary.
- 5.1.7 Immediately report to the Director of Child Protection or his/her delegated authority, if the counsellor has reason to believe a child is in need of protection. Counsellors may inform their head teacher but the counsellor has a legal duty to report.

5.2 Share best practice and learning about counselling

- 5.2.1 Advocate for the importance of counselling and guidance as strategies of behaviour management.

- 5.2.2 Advise the school administration on student behaviour. The school based counsellor must not be involved in disciplinary decision-making.
- 5.2.3 Contribute to the writing and review of a school's behaviour management policy.
- 5.2.4 Organise professional development for teachers on basic counselling skills, child protection and behaviour management strategies.
- 5.2.5 Continue to learn more about behaviour management and counselling practices. Share best practices with other professional colleagues.

6. The responsibilities of the head teacher

A well managed and well led school is a school with fewer behaviour problems. The head teacher manages and leads the school to create an effective, safe and caring environment for learning.

To help implement this policy head teachers have the responsibility to:

6.1 Manage a safe, healthy and well-behaved school

- 6.1.1 Be a role model for good behaviour.
- 6.1.2 Manage the school effectively, honestly and fairly.
- 6.1.3 Ensure the school is a safe, clean, well supervised and healthy environment. Make sure classes are supervised when teachers are absent.
- 6.1.4 Ensure sanctions never deliberately cause physical, emotional or mental harm to students. Violence and corporal punishment are never to be used.
- 6.1.5 Inform the police, chairperson of the school board and provincial officers immediately if serious criminal offences are committed by students. Take administrative action to remove students or prevent them from attending classes if there is a clear and serious danger to people or property.
- 6.1.6 Immediately report suspensions and potential expulsions to the school board or to the Chair of the Discipline Committee if the board has delegated it's authority to this committee. Expulsions must be approved by the school board.
- 6.1.7 Ensure parents/guardians and senior staff are informed promptly in serious discipline cases.

- 6.1.8 Immediately report to the Director of Child Protection or his/her delegated authority, if the head teacher has reason to believe a child is in need of protection.
- 6.1.9 Ensure teachers are familiar with processes of mandatory reporting of children in need of special protection.

6.2 Implement a school behaviour management policy

- 6.2.1 Work with school board, parents/guardians, students and teachers to develop a school behaviour management policy which follows this policy.
- 6.2.2 Implement, manage and monitor the school behaviour management policy and enforce fair, consistent and transparent rules with appropriate sanctions for misbehaviour. Respond promptly to behaviour issues.
- 6.2.3 Work with teachers to help students improve their behaviour and make better choices. Ensure all teachers follow the school behaviour management policy.
- 6.2.4 Regularly report on behaviour issues to the school board.
- 6.2.5 Include student behaviour and welfare in the SLIP.

6.3 Building capacity in behaviour management

- 6.3.1 Ensure regular training for teachers on school behaviour management strategies.
- 6.3.2 Organise the training of the school board on this policy.
- 6.3.3 Improve their own behaviour management skills through professional development.

6.4 Providing counselling and support for students

- 6.4.1 Ensure any school based counsellors have adequate time and a suitable place to meet with students. School based counsellors may require a reduced teaching load.

6.5 Improving teaching and learning of life skills

- 6.5.1 Ensure the effective teaching of life skills in personal development and other relevant subjects.

6.6 Build a strong stakeholder network

- 6.6.1 Participate in and support P&C meetings.
- 6.6.2 Make links with external support services such as, guidance officers, juvenile justice working groups, lukautim pikinini councils, child protection services, approved NGO groups, churches, police and health services.

7. The responsibilities of the school board

The school board is the body that governs the management of the school or institution and has a vital role in improving the school. It could be a board of management or board of governors or governing council.

Under the current *Education Act, 1983* and provincial education acts that are in force, the school board is responsible for making school rules and decisions about expulsion and suspension. This policy states that all stakeholders must be involved in making school rules.

To help implement this policy school boards have the responsibility to:

7.1 Support a safe, healthy and well-behaved school

- 7.1.1 Make sure that all students and teachers work in a safe, healthy and peaceful environment with adequate resources for learning.
- 7.1.2 Create a peaceful, effective working relationship between the school and the parents/guardians and community regarding student behaviour.
- 7.1.3 Appoint male and female school based counsellors, if applicable.

7.2 Develop and supervise a school behaviour management policy

- 7.2.1 Write and regularly review the school's behaviour management policy and ensure it is in line with this policy.

- 7.2.2 Ensure students, parents, guardians and teachers are involved in the writing of the school's behaviour management policy and that every stakeholder understands the purpose and procedures.
- 7.2.3 Approve the school's behaviour management policy and arrange for review by the school's standards officer as part of the SLIP.
- 7.2.4 Support and supervise the implementation of the school's behaviour management policy.

7.3 Decide carefully on student expulsions

- 7.3.1 Ensure all students have the opportunity for learning. Expulsion is the last resort and is to be used only for serious offences. It can also be used for repeated disruptive behaviour when counselling and other sanctions and strategies have been exhausted.
- 7.3.2 Ensure students are not expelled for pregnancy.
- 7.3.3 Delegate disciplinary powers to suspend students for a stated length of time to the head teacher, who must immediately report any suspension to the chair of the school board or the chair of the discipline committee.
- 7.3.4 Delegate disciplinary powers to a school board disciplinary committee, if necessary. The school board or its delegated committee makes decisions on expulsions.
- 7.3.5 Ensure equal representation of men and women on the school board or disciplinary committee for making decisions about student expulsion. The board must also ensure any members of the board who have conflicts of interests withdraw for expulsion decisions.
- 7.3.6 Give a fair, detailed, prompt and impartial hearing to students and parents/guardians in cases of expulsion.
- 7.3.7 Ensure all concerned parties have a fair opportunity to represent themselves when the board meets to discuss a possible expulsion. The student concerned can ask for an observer to accompany them during the meeting.
- 7.3.8 Keep an accurate written record of expulsion decisions made by the board and immediately report these to the Provincial Education Board and the Provincial Disciplinary Appeals Committee.

8. The responsibilities of church agencies

Many schools have aims which reflect the philosophy of their founding church agency. These agencies have an important role to play in supporting schools to improve student behaviour. Students who learn values such as compassion, empathy, non-violence and personal responsibility will be better behaved.

To help implement this policy, church agencies have the responsibility to:

8.1 Support positive behaviour management practices

- 8.1.1 Support their agency schools to develop their own school behaviour management policies based on the rights and responsibilities in this policy and the philosophy of the agency.
- 8.1.2 Promote positive and non-violent approaches to behaviour management in agency schools, including counselling and the banning of corporal punishment.
- 8.1.3 Ensure expulsion is used only as a last resort in agency schools and that the expulsion and appeals process conforms with this policy.

8.2 Work in partnership

- 8.2.1 Work in partnership with standards and guidance officers to manage and improve student behaviour in schools.
- 8.2.2 Work in partnership with DoE to train church agency officers in behaviour management, guidance and counselling strategies.

8.3 Promote best practice on teaching and counselling

- 8.3.1 Ensure school based counsellors in agency schools have successfully completed a DoE approved training course.
- 8.3.2 Ensure high quality teaching of religious education in their agency schools which develops life skills, good values and positive self esteem in all students.
- 8.3.3 Contribute to the development and review of this policy and other school behaviour management initiatives.

9. The responsibilities of the Provincial Education Board

The PEB has an important role to play in student discipline and expulsion appeals. Their responsibilities are listed in the relevant education acts.

It is recommended that the PEB delegate these powers to effective local committees to ensure effective expulsion appeal decisions for the good of the student and the school. For example, by creating district expulsion appeals committees. The expulsion appeals committee is the final arbiter on appeals against expulsion of students. Delegation of powers is at the discretion of the PEB and the PEB will still be accountable for decisions made by any local committees.

To help implement this policy the PEB (or its delegated committee) has the responsibility to:

9.1 Ensure effective expulsion appeals

- 9.1.1 Ensure that expulsion appeals are conducted promptly, fairly and transparently and that all parties can be represented.
- 9.1.2 Ensure that expulsion appeals committees can be quickly convened after a written appeal is received by the chairperson of the PEB or their delegated authority. It is strongly recommended appeals are decided within 15 working days of the receipt of the written appeal by the PEA or their delegated committee. Students will be reinstated automatically (with conditions set by the school, if necessary) if the expulsion appeals committee fails to meet within 15 working days.
- 9.1.3 Ensure there is representation of both men and women on the expulsion appeals committee.
- 9.1.4 Ensure fair and transparent procedures and membership criteria for the expulsion appeals committee are developed and regularly reviewed. These procedures should be in line with this policy.
- 9.1.5 Ensure the committee only considers expulsion appeal cases. The expulsion appeals committee can:
 - Uphold the expulsion
 - Uphold the appeal and reinstate the student without further sanction or conditions
 - Uphold the appeal and reinstate the student with conditions and sanctions.
- 9.1.6 Keep written records of expulsion appeals.

9.2 Support schools to improve their behaviour management

- 9.2.1 Supporting the in-service plans of schools to improve student behaviour through, for example, funding in-service coordinators.
- 9.2.2 Monitor the implementation of this policy by recording and reporting on the numbers of schools with an approved school behaviour management policy as reported by standards officers.

10. The responsibilities of standards officers and TVET inspectors

Standards officers and TVET inspectors regularly visit schools to monitor the performance of schools.

To help implement this policy standards officers and TVET inspectors have a responsibility to:

10.1 Monitor how school's improve behaviour

- 10.1.1 Review the school's behaviour management policy and check it is in line with this policy. Advise schools on policy best practice and improving their policy.
- 10.1.2 Report on the number of schools with approved policies to the PEB and national education system as required.
- 10.1.3 Work in partnership with guidance officers.

10.2 Support schools to improve student's behaviour

- 10.2.1 Support schools to include student behaviour management in their SLIP and teacher in-service plan (TIP).
- 10.2.2 Immediately report neglectful management practices, inadequate facilities or any other factors that will impact on student's welfare and behaviour to relevant provincial and national education authorities.
- 10.2.3 Charge teachers who breach this policy. For example, using corporal punishment on a student.
- 10.2.4 Raise awareness of this policy.
- 10.2.5 When necessary, support schools in crisis management.

10.3 Protect children

- 10.3.1 Immediately report to the Director of Child Protection or his/her delegated authority, if the officer has reason to believe a child is in need of protection.
- 10.3.2 Support training of staff within schools on mandatory reporting and child protection.
- 10.3.3 Support the guidance officer and school based counsellor to design and develop child protection programmes for children within the school.

11. The responsibilities of guidance officers

Guidance officers have a wide range of responsibilities within their province. Their primary role is to build the capacity of schools to deal with student behaviour, counselling and guidance issues. They do this through advice, school visits, in-service, monitoring and evaluation. Guidance officers also train, mentor, assess and supervise school based counsellors.

To help implement this policy guidance officers have the responsibility to:

11.1 Monitor the implementation of the policy

- 11.1.1 Work in partnership with standards officers and TVET inspectors to ensure that this policy is implemented by all education institutions.
- 11.1.2 Raise awareness on this policy and the changes this brings for schools.
- 11.1.3 Collect data and information on school behaviour management issues and report to Guidance Branch and PEB if necessary. Include policy implementation in their quarterly report.

11.2 Share best practice and build capacity

- 11.2.1 Provide high quality training, supervision and support for teachers who want to become school based counsellors.
- 11.2.2 Train and support school based counsellors, teachers, head teachers and standards officers in behaviour management strategies including assertive discipline and student leadership training.

- 11.2.3 Work with external support services such as juvenile justice working groups, lukautim pikinini councils, child protection services, relevant NGO groups, churches, police and health services.

11.3 Protect children and support schools

- 11.3.1 Follow best practice and the *DoE School Based Counsellor Code of Ethics*.
- 11.3.2 Provide counselling services upon referral from schools.
- 11.3.3 Provide, professional and objective advice on disciplinary action when requested.
- 11.3.4 When necessary, support schools in crisis management.
- 11.3.5 Support the training of staff within schools on mandatory reporting and child protection.
- 11.3.6 Support school based counsellors with the design and development of child protection programmes for children.
- 11.3.7 Immediately report to the Director of Child Protection, or his/her delegated authority, if the officer has reason to believe a child is in need of protection.

12. The responsibilities of the Department of Education

There are key divisions within the DoE that have specific responsibilities for implementing this policy.

12.1 Standards & Guidance Division

To help implement this policy the Standards and Guidance Division will:

- 12.1.1 Lead development, review and implementation of this policy.
- 12.1.2 Plan and implement strategies to improve guidance and counselling services in schools.
- 12.1.3 Support, train and resource guidance officers to provide training in behaviour management, child protection and school based counselling.
- 12.1.4 Develop and distribute new student behaviour management, guidance and counselling materials and training resources.

- 12.1.5 Conduct research on student welfare and behaviour issues.
- 12.1.6 Make recommendations to the Top Management Team on matters affecting student behaviour.
- 12.1.7 Recruit and deploy guidance officers to effectively and equitably cover all Provinces in Papua New Guinea.
- 12.1.8 Train and prepare standards officers to include behaviour management issues in SLIP.
- 12.1.9 Work in partnership with Teacher Education Division and other training providers to improve the training of teachers in student behaviour management, guidance and counselling.

12.2 Teacher Education Division

To help implement this policy Teacher Education Division will:

- 12.2.1 Review and improve teacher and head teacher training in behaviour management, inclusive education, child protection, guidance and counselling.
- 12.2.2 Include this policy in all relevant teacher training programs.
- 12.2.3 Work in partnership with Standards and Guidance Division to develop teacher training materials in behaviour management, guidance and counselling.

12.3 Curriculum Development & Assessment Division:

To help implement this policy Curriculum Development & Assessment Division will:

- 12.3.1 Work in partnership with Teacher Education Division and Standards and Guidance Division to include this policy in relevant curriculum areas and materials development.
- 12.3.2 Work with the Church Education Council to help improve the planning, teaching and assessment of religious education.
- 12.3.3 Develop, trial and distribute materials to support the teaching of personal development, life skills and peer education.

12.4 Policy, Planning and Research Division:

To help implement this policy, the Policy, Planning and Research Division will:

- 12.4.1 Work alongside the Standards and Guidance Division to monitor the implementation of this policy.
- 12.4.2 Work alongside and support the Guidance Branch to initiate, conduct and disseminate research into behaviour management issues.
- 12.4.3 Collect student behaviour management information in the school census. For example, recording the number of schools with their own behaviour management policies and recording information on expulsions.
- 12.4.4 Ensure student welfare is prioritised and adequately funded in the *National Education Plan* and in provincial education plans.
- 12.4.5 Review the *Education Act* in light of recent national and international legislation, lessons learnt from the education reform and best practice in behaviour management.

12.5 Special Education Unit

To help implement this policy the Special Education Unit will:

- 12.5.1 Ensure that all schools have a copy of the *Special Education Policy (1993, revised 2004)*.
- 12.5.2 Regularly review and update the *Special Education Policy* to reflect international standards and best practice in inclusive education.
- 12.5.3 Work in partnership with Teacher Education Division and other training providers to improve the training of teachers, and other education officers in inclusive education.
- 12.5.4 Work in partnership with Standards and Guidance Division to improve school's capacity to include children with special needs in education.

13. The responsibilities of the Teaching Service Commission

This policy makes a link between good professional teachers and well behaved students. The Teaching Services Commission (TSC) has an important role to play in improving the performance of teachers.

To help implement this policy the TSC has a responsibility to:

13.1 Enable improvement in teaching and counselling in schools

- 13.1.1 Deal immediately and firmly with teachers who behave unprofessionally, unethically or who harm their students.
- 13.1.2 Work in partnership with PNGTA and other stakeholders to develop and distribute an updated and binding code of ethics for all teachers.
- 13.1.3 Create and adequately fund school based counsellor positions.
- 13.1.4 Review the *TSC Act* in light of recent national and international legislation, lessons learnt from the education reform and best practice.

14. The responsibilities of the National Education Board

It is recommended that the National Education Board (NEB) discusses the delegation of its power to hear and determine appeals in cases where a governing body of a national institution expels a student. It is recommended that this power is delegated to a provincial or local appeals committee to improve effectiveness and speed of appeal processes.

Sections of a school behaviour management policy

The school's behaviour management policy must be developed in consultation with students, teachers, parents, guardians and other relevant stakeholders before approval by the school board and should follow the principles and responsibilities of this policy.

A school behaviour management policy must have the following sections. Schools are free to have additional sections if required. Sample school behaviour management policies are included in *Behaviour Management: a Guide for Schools*.

1. Vision of the school

(This can be taken from the SLIP)

2. Aim of the school behaviour management policy

3. Responsibilities of students

(Written in student centred language)

4. Responsibilities of teachers

5. Partnerships with parents/guardians

6. School rules (or code of conduct)

7. Behaviour management procedures (including expulsion)

- Strategies and consequences
- Flow chart of possible actions
- List of acceptable sanctions

8. Who was consulted on the policy?

9. Review date of the policy

The laws and acts that support this policy

This policy builds on and replaces the earlier *Ministerial Policy Statement 3/2000* and *Secretary's Circular 52/2000*

The policy lays out the operational behaviour management responsibilities of teachers, schools and other elements of the national education system based on national laws, international obligations and DoE procedures.

International obligations

1. *United Nation Convention on the Rights of the Child (1989; signed by PNG in 1993)*

- Article 28 which is the right to education.
- Article 29 which is the right to an education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.
- Article 19 which is the right to be protected from being hurt or badly treated.
- Article 37 which is the right not be punished in a cruel or hurtful way.
- In this document 'children' refers to anyone under the age of 18.

National laws

1. *Education Act, 1983 (Consolidated to No. 13 of 1995)*

This policy makes one operational additions to the *Education Act, 1983*:

- The school board remains responsible for setting school rules but must now do this through consultation with parents, guardians, students and teachers.

2. *Teaching Service Commission Act, 1998 (Consolidated to No. 20 of 1995)*

- Relevant sections that relate to teacher behaviour and child protection.

3. *Lukautim Pikinini Act (2009) for children under the age of 18*

Key points:

- Child protection laws and child protection teams and officers.
- It is a duty of a parent or guardian to provide education and guidance to their child.

- It is unlawful to subject a child to social or customary practices that harm a child's well being.
- No child should be employed in any activity if it harms their education.
- Children with disabilities have equal right to education.
- The Pikinini Care Fund can provide education for children under the care of the Director for Child Protection.
- Teachers and head teachers have a duty to immediately inform the Director of Child Protection or his/her delegated authority if they believe a child is in need of protection.
- A person convicted of a child-related criminal offence is never allowed to work with children.

4. *Juvenile Justice Act (2005) for children under 18 years old*

There are strong similarities between the principles and strategies of *the DoE Behaviour Management Policy* and the *Juvenile Justice Act (2005)*.

Key points:

- Subject to reasonable conditions, juveniles in correctional institutions can attend school and training.
- Diversion should be considered rather than giving a criminal record. One possible response to juvenile crime is compulsory school attendance and any other diversion option must not interfere with the juvenile's schooling.
- When sentencing juveniles, educators can be asked for their input.
- There is a list of serious offences which may lead to remand in a Correctional Services Centre. Detention is the last resort.
- No corporal punishment is to be used.

5. *Relevant criminal law including Summary of Offences Act*

- Particularly laws on drugs, rape, sexual assault, serious violence, serious theft, dangerous weapons, child abuse, threats and other serious offences.

Departmental policies and guidance

1. *PNG Teachers Association Code of Ethics, 2002*

- The standards of behaviour for teachers in PNG

2. *DoE HIV/AIDS Policy for the National Education System of PNG, 2005*

- Provision of counselling services in schools and protection from stigma and discrimination.

3. *Gender Equity in Education Policy 2002*

- All schools should treat boys and girls, men and women equally and fairly so they can reach their potential.

4. *Special Education Policy (1993, revised 2004)*

- Provision of education within the National Education System for children with special needs, including those children with disabilities.

5. *National Education Plan 2005-2014*

- In line with UN Medium Term Development Goals on Universal Primary Education (UPE) 2005 – 14
- Training and appoint of school based counsellors
- Parental participation in schools

Glossary and acronyms

Child	Anyone under the age of 18 years old
DoE	Department of Education
NEB	National Education Board
P&C	Parents and Citizens group
PEA	Provincial Education Adviser
PEB	Provincial Education Board
PNGTA	Papua New Guinea Teaching Association
School board	General term for a board of management or board of governors or governing council
SLIP	School Learning Improvement Plan
SRC	Student Representative Council
Standards officer	A national education officer who inspects elementary, primary and secondary schools
Truant	When students decide not to go to class without a good reason and without parent/guardian knowledge.
TIP	Teaching In-Service Plan
TSC	Teaching Service Commission
TVET inspectors	A national education officer who inspects vocational centres
UN	United Nations

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If you would like additional copies of this policy or the Guidance document, please contact:

**Director
Guidance Branch
PO Box 446
Waigani
NCD**

**(p) 325 7555 ext 488
(f) 325 3963**

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