

**Section E (NAG 5)      SAFE PHYSICAL AND EMOTIONAL ENVIRONMENT**

**Policy:**                      **Student Management & Discipline Procedures**

**Date of Review:**        **November 2022**

**Reviewers:**              **Olivia Fugmann (Deputy Principal), Staff Health & Safety Committee**

**GOAL**

To promote “Achievement for All” via student management and positive discipline systems.

**OBJECTIVES**

- To ensure a culture in the school that is conducive to learning.
- To reduce suspensions and stand downs through the use of Restorative Practice and other positive student management. (refer to Suspension and Stand Down policy)
- To ensure a safe learning environment for students and staff
- To meet all statutory regulations specifically but not limited to the the Education Training Act 2020 and community expectations on behavioural management and compliance with the rules set by the BOT

**GUIDELINES**

**1 Prevention**

- To ensure staff present interesting and challenging lessons that allow for the engagement of all students within each class.
- To ensure staff are trained in classroom management techniques on how to gain the cooperation and participation of students with minimal confrontation. Emphasis on Restorative Practice
- To ensure that expectations of behaviour and compliance with school rules are consistent across the school
- To ensure that the Senior Leadership Team (SLT) and Pastoral Care Team (PCT) work together to assist students in meeting the school’s expectations and values.

**2 Discipline Procedures:**

- To ensure that SLT works closely with parents, students, staff, the community and the Board of Trustees to set clear expectations of what constitutes ‘The Waitakere Way’. This is a set of expectations on how one conducts oneself and relates to others while a student at Waitakere College.
- To ensure that staff are well trained in the use of Restorative Practice and the use of this is the norm in the handling correction of student behaviour in the school.

- Any correction or discipline is to follow 'due process', with all information considered including the views of the students concerned.
- To ensure that support is easily gained by teachers and that any matter is considered in a hierarchical manner. Minor matters are handled by the classroom teacher and from there by the HOD. PCT would be the next appropriate point of reference followed by SLT if necessary. The Principal and Board of Trustees are available as the ultimate point of referral and are infrequently needed.
- To ensure that staff are aware of the procedures required by legislation, the MoE and the BoT (including but not limited to Guidelines for Restraint)  
<https://www.education.govt.nz/assets/Documents/School/Managing-and-supporting-students/Guidance-for-New-Zealand-Schools-on-Behaviour-Mgmt-to-Minimise-Physical.pdf> *Note: Updating in 2023*
- A variety of methods are available to ensure that matters are dealt with appropriately and that re-offending is less likely. These may include:
  - Mediation
  - Opportunity for guidance and counselling.
  - Restorative Mediation and Restorative Practice strategies
  - Restorative conferencing
  - Behaviour management, withdrawal, placement options, etc
  - 'In house' consequences such as detentions and similar minor punitive formats
  - Formal disciplinary responses (Stand Down, Suspension, Exclusion or Expulsion as seen as appropriate by the school and BoT)
  - Such other interventions as may from time to time be considered appropriate by SLT.

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Chairperson

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Principal

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Date