NEWCASTLE GRAMMAR SCHOOL

# Behaviour Management Policy

Policy Number (PN): 3.7.1 & 3.7.2
Last Revised: June 2023

## BEHAVIOUR MANAGEMENT POLICY

### Preamble

At Newcastle Grammar School, all students and members of staff are bound by our Values Statement and are expected to interact with each other abiding by these values and conduct themselves responsibly on a daily basis.

### Respect

- we acknowledge that a shared humanity underpins respect
- we believe that respect forms the basis of our interactions

### Integrity

- being honest with ourselves and others is central to a worthwhile life
- we aim to demonstrate trustworthiness and responsibility

### Service

- we appreciate diversity and understand appropriate and authentic responses
- we desire to enrich the lives of others and understand this, in turn, enriches our own lives

### Excellence

- we work together in an environment where the pursuit of excellence is encouraged, fostered and valued
- we understand wellbeing promotes excellence and is dependent upon both feeling good about ourselves, functioning well and doing good for others
- we aim to utilise our strengths to bring the best version of ourselves to school each day

## STUDENT CODE OF CONDUCT

It is the responsibility of all students to adhere to the expectations of the School. Inappropriate behaviour will be met with appropriate consequences. Interactions and behaviours are expected to be in line with our values: RESPECT, INTEGRITY, SERVICE and EXCELLENCE

### Code of Conduct

Our Student Code of Conduct outlines appropriate student behaviours which contribute to the functioning of our School as a safe and supportive learning environment for every student. At Newcastle Grammar School we believe in adopting proactive strategies for defining, teaching, encouraging and supporting appropriate student behaviours in order to enhance learning and wellbeing.

## Behaviour Expectations

Newcastle Grammar School expects all members of our community to:

- demonstrate the School's values of Respect, Integrity, Service and Excellence;
- act safely;
- treat ourselves and others with dignity and respect;
- act with empathy, honesty and fairness;
- strive to bring the best version of ourselves to school each day;
- value and respect the physical, social, emotional and intellectual environment in which we have been given the opportunity to flourish;
- take responsibility for learning and behaviour choice.

## Newcastle Grammar School Is A Bully Free Zone

Bullying of any kind at Newcastle Grammar School is unacceptable.

## Student Rights

All students should expect the right to be happy and to be treated with fairness, empathy and respect; this means being able to move about the School or online feeling accepted and respected by all members of the community.

## Student Responsibilities

All student must adhere to the following responsibility:

'I have a responsibility to see that I do not laugh at, hit, push, threaten, exclude or in any way denigrate or disrespect other people in our School. I also have the responsibility to ensure that all members of our School community are safe and treated with fairness, empathy and respect. I understand that I have a responsibility to report anything that I believe does not meet the standards and rights of each student at this School.'

# Three Level Behaviour Management Plan - Kindergarten & Year 1

*Goal: To provide optimum opportunities for the learning engagement and wellbeing of every student*

| Level | Behaviour | Responsibility | Communication | Action |
|---|---|---|---|---|
| **3** | **<u>A deliberate act that violates the rights of others</u>**<br><br>**1.** Deliberately hurts another student<br>**2.** Deliberately humiliates others<br>**3.** Deliberate misuse of School property / equipment<br>**4.** Deliberately disobeys teacher's instructions<br>**5.** Deliberately uses offensive language / gestures towards another student<br>**6.** Deliberately throwing an item at another student<br>**7.** Threatening harm to another student<br>***Repeated Level 3 during the semester will result in a parent meeting with Mrs Dyer to review student enrolment*** | Teacher who witnessed behaviour sends the child to Mrs Dyer's office at 2nd lunch | **<u>Reflection Room</u>**<br><br>○ Apologise<br>○ Student sent to Mrs Dyer's office to complete a reflection activity<br>○ Data is entered in Level 3 Spreadsheet | **<u>Counselling</u>**<br><br>○ Mrs Dyer to organise follow up<br>○ Interview with Parents<br>○ Playground suspension |
| **2** | **1.** Deliberately Littering<br>**2.** Out of Bounds<br>**3.** Uniform Breach<br>**4.** Stealing<br>**5.** Repeated Disobedience<br>**6.** Hands on others that could be unsafe<br>**7.** Being in the wrong place at the wrong time<br>**8.** Preventing others from learning/playing (exclusion)<br>***Repeated Level 2 at the discretion of the teacher results in a Level 3*** | Teacher who witnessed behaviour | ○ Apologise<br>○ Teacher who witnessed the behaviour informs the child's teacher either via email or in person | **<u>Stop Sign – 20 minutes</u>**<br><br>○ Teacher who placed the student on the STOP sign documents this in the Level 2 Folder |
| **1** | **1.** Accidently touches someone or invades their personal space<br>**2.** Not following the rules while playing a game with others<br>**3.** Interfering with another person's game<br>**4.** Kicking a ball away during a game<br>**5.** Offensive language / crude behaviour<br>**6.** Splashing water at others<br>**7.** Displaying an aggressive attitude towards another student<br>**8.** Mocking others – negative language / laughter<br>**9.** Making faces<br>**10.** Touch another person's property without permission<br>***Repeated Level 1 at the discretion of the teacher results in a Level 2*** | Teacher who witnessed behaviour | ○ Counselling with teacher who witnessed behaviour | ○ 5 minute related consequence |

# Three Level Behaviour Management Plan - Year 2 to Year 4

*Goal: To provide optimum opportunities for the learning engagement and wellbeing of every student*

| Level | Behaviour | Responsibility | Communication | Action |
|---|---|---|---|---|
| **3** | **<u>A deliberate act that violates the rights of others</u>**<br><br>**1.** Deliberately hurts another student<br>**2.** Deliberately humiliates others<br>**3.** Deliberate misuse of School property / equipment<br>**4.** Deliberately disobeys teacher's instructions<br>**5.** Deliberately uses offensive language/gestures towards another student<br>**6.** Deliberately throwing an item at another student<br>**7.** Threatening harm to another student<br>***Three Level 3 in one term – in-school suspension***<br><br>***ANY further Level 3 will result in a parent meeting with Mrs Dyer to review student enrolment*** | Teacher who witnessed behaviour sends the child to the Head of Student Wellbeing K-6 | **<u>Reflection Room</u>**<br><br>o Apologise<br>o Student needs to complete a reflection activity<br>o Data is entered in Level 3 spreadsheet | **<u>Counselling</u>**<br><br>o Level 3 Letter sent home to be signed by the parent / guardian, Mrs Dyer to organise<br>o Contact Parents<br>o Playground suspension |
| **2** | **1.** Deliberately Littering<br>**2.** Out of Bounds<br>**3.** Uniform Breach<br>**4.** Offensive language in presence of teachers<br>**5.** Late to class<br>**6.** Hands on others that could be unsafe<br>**7.** Being in the wrong place at the wrong time<br>**8.** Preventing others from learning/playing (exclusion)<br>***Repeated Level 2 at the discretion of the teacher results in a Level 3*** | Teacher who witnessed behaviour<br><br>Head of Student Wellbeing K-6 | o Apologise<br>o Teacher who witnessed the behaviour records incident in the Stop Sign Folder. | **<u>Stop Sign – 20 minutes</u>**<br><br>o Teacher who placed the student on the STOP sign documents this in the Level 2 Folder |
| **1** | **1.** Accidently touches someone or invades their personal space<br>**2.** Not following the rules while playing a game with others<br>**3.** Interfering with another person's game<br>**4.** Kicking a ball away during a game<br>**5.** Offensive language / crude behaviour<br>**6.** Splashing water at others<br>**7.** Displaying an aggressive attitude towards another student<br>**8.** Mocking others – negative language / laughter<br>**9.** Making faces<br>**10.** Touch another person's property without permission<br>***Repeated Level 1 at the discretion of the teacher results in a Level 2*** | Teacher who witnessed behaviour<br><br>Deputy Head of Primary | o Counselling with teacher who witnessed behaviour | o 5 minute related consequence |

# Three Level Behaviour Management Plan - Years 5 & 6

*Goal: To provide optimum opportunities for the learning engagement and wellbeing of every student*

| Level | Behaviour | Responsibility | Communication | Action |
|---|---|---|---|---|
| **3** | **A deliberate act that violates the rights of others**<br><br>**1.** Deliberately hurts another student<br>**2.** Deliberately humiliates others<br>**3.** Deliberate misuse of School or another child's property / equipment / technology<br>**4.** Deliberately disobeys teacher's instructions<br>**5.** Deliberately uses offensive language / gestures towards another student / staff<br>**6.** Serious ongoing bullying behaviour<br>**7.** Threatening harm to another student<br>**8.** Vandalism<br>***Repeated Level 3 in one term – in-school suspension***<br><br>***ANY further Level 3 will result in a parent meeting with Head of Primary or Head of School to review student enrolment*** | Teacher who witnessed behaviour contacts the child's Class Teacher then Head of Student Wellbeing K-6 | **Reflection Room**<br><br>○ Apologise<br>○ Student needs to complete a reflection activity<br>○ Data is entered in Level 3 spreadsheet | **Counselling**<br><br>○ Level 3 Letter sent home to be signed by the parent/guardian, Head of Primary to organise<br>○ Contact Parents<br>○ Playground suspension<br>○ In school suspension<br>○ Full school suspension<br>○ Friday afternoon detention<br>○ Saturday reflection<br>○ Show cause |
| **2** | **1.** Inciting inappropriate behaviour in others<br>**2.** Out of bounds<br>**3.** Continued uniform breach<br>**4.** Offensive language in presence of teachers / students<br>**5.** Verbal or physical harassment of staff or students<br>**6.** Unsafe behaviours<br>**7.** Continued inappropriate use of technology<br>**8.** Preventing others from learning/playing (exclusion)<br>**9.** Gross insolence<br>***Repeated Level 2 at the discretion of the teacher results in a Level 3*** | Classroom teacher<br><br>Specialist Teacher<br><br>Teacher who witnessed or was informed of behaviour<br><br>Grounds Supervisor<br><br>Coach | ○ Apologise | Interview with Head of Student Wellbeing K-6<br><br>○ Parents contacted<br>○ Counselling and Restorative practices<br>○ Removal of privileges<br>○ Afternoon reflection<br>○ Lunchtime reflection in allocated area<br>○ Compulsory attendance at lunchtime activities (if misbehaviour related to playground) |
| **1** | **1.** Accidentally touches someone or invades / interferes with their personal space, game or equipment.<br>**2.** Inappropriate / unsafe playground activities<br>**3.** Disruption to the learning process<br>**4.** Discourtesy, insolence, disobeying a reasonable instruction<br>**5.** Offensive language / crude behaviour / teasing / pushing / shoving<br>**6.** Inappropriate attention seeking | Classroom teacher<br><br>Specialist Teacher<br><br>Teacher who witnessed or was informed of | ○ Counselling with Class Teacher who witnessed behaviour<br><br>***All Level 1 behaviour relayed to Classroom*** | Not an exhaustive list<br><br>○ Counselling<br>○ Extra work set<br>○ Isolation in the classroom<br>○ Lunchtime reflection<br>○ Removal of privileges |

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| | **7.** Displaying an aggressive attitude towards another student<br>**8.** Mocking others – negative language / laughter<br>**9.** Homework incomplete<br>**10.** Inappropriate wearing of the School uniform / personal grooming.<br>**11.** Inappropriate use of technology<br>**12.** Late to class<br>***Repeated Level 1 at the discretion of the teacher results in a Level 2*** | behaviour<br><br>Grounds Supervisor<br><br>Coach | ***teacher*** | ○ Email / note / phone call to parent / guardian if warranted |

# Three Level Positive Behaviour Plan - Years 7 - 12

*Goal: To provide optimum opportunities for the learning engagement and wellbeing of every student*

| Level | Behaviour | Responsibility | Communication | Action |
|---|---|---|---|---|
| **3** | Students continue to breach School discipline in spite of intervention by classroom teachers and Heads of House / Head of Department or a serious Level 3 one-off behaviour:<br><br>Incidents that are serious breaches of discipline and/or behaviour which may include (not an exhaustive list):<br><br>**1.** Vandalism<br>**2.** Swearing directly at a teacher<br>**3.** Verbal or physical harassment of Staff<br>**4.** Unlawful behaviour or possession / sale / distribution of illicit substances<br>**5.** Gross insolence<br>**6.** Repeated truancy<br>**7.** Serious ongoing bullying behaviour online or in person<br>**8.** Inappropriate use of IT facilities and internet access<br>**9.** Unauthorised recording or photography of any member of School staff<br>**10.** Cases of repeated truancy or unexplained absence<br>**11.** Bringing the School into disrepute or offending a staff member on Social Media<br>**12.** Significant inappropriate use of technology<br>**13.** Bringing a weapon to School / Threatening behaviour<br>***Repeated Level 3 in one term – in-school suspension***<br><br>***ANY further Level 3 will result in a parent meeting with Head of House, Deputy Head of School or Head of School to review student enrolment*** | Deputy Head of School<br><br>Head of School | ○ Interview with Head of House, Student and Parent(s), School Psychologist<br>○ Meeting of Serious Concern<br>○ Show Cause (in consultation with Head of School) | Consequences and strategies available (not an exhaustive list)<br><br>○ Saturday Reflection<br>○ Behaviour Contract Issued<br>○ Counsel Student<br>○ Employ Restorative practices<br>○ Student / Head of House Agreement class performance review<br>○ Probation<br>○ Suspension<br>○ Show Cause Meeting<br><br>**Intervention by Head of School**<br><br>○ Expulsion |

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| **2** | May Include (not an exhaustive list):<br><br>**1.** Teasing, pushing, shoving<br>**2.** In instances of continued disruptive and/or inappropriate behaviour where the consequences outlined in Level 1 have been applied to no avail<br>**3.** Failure to attend lunchtime reflection<br>**4.** Truancy from class<br>**5.** Swearing<br>**6.** Bullying behaviour<br>**7.** Cases of more serious inappropriate behaviour in which case the classroom teacher may choose to inform the Head of House and/or Head of Department<br>***Repeated Level 2 at the discretion of the teacher results in a Level 3*** | Head of Department<br><br>Head of House | By Classroom teacher and/or Mentor Teacher to:<br><br>Head of House and/or Head of Department<br><br>o Contact parents / guardians<br>o Record of incidents in Student digital file | Consequences and Strategies available to the Head of House / Head of Department:<br><br>o Counselling<br>o Extra work set<br>o Classroom seating plan<br>o Lunchtime reflection<br>o Contract / Monitor Card<br>o Department specific consequences<br>o After School Reflection (3.30pm-4.30pm – Teacher to notify parents) |
| **1** | May include (not an exhaustive list):<br><br>**1.** Homework incomplete<br>**2.** Unprepared or late for classes<br>**3.** Discourtesy, insolence, disobeying a reasonable instruction<br>**4.** Inappropriate attention seeking behaviour such as constant talking, minor swearing<br>**5.** Inappropriate wearing of the School uniform and/or personal grooming<br>**6.** Disruption to the teaching / learning process<br>***Repeated Level 1 at the discretion of the teacher results in a Level 2*** | Classroom Teacher<br><br>Playground Supervisor | o Contact parents / guardian | Possible consequences imposed by classroom teacher (not an exhaustive list):<br><br>o Lunchtime reflection<br>o Department specific consequences<br>o Classroom seating plan changed<br>o Extra work set<br>o Meeting with Head of House<br>o Counselling |

***Following is a description of possible consequences mentioned:***

**Afternoon Reflection**

An Afternoon Reflection 3:30pm-4:30pm – may be imposed by a classroom teacher for recidivist behaviours where other approaches have not succeeded.

**Head of House Agreement**

The Head of House's Agreement will be issued by the Head of House to students whose performance in class is such that a number of his/her teachers have significant cause for concern. The aim of this is to encourage the student to monitor his/her behaviour and practices during class and to reflect on these each evening.

This process involves:

- counselling the student
- reporting by teachers on the student's performance
- self-reflection by the student each day of the process
- mentoring of the student by her/his Mentor Teacher.
- monitoring of the process by the Mentor Teacher / Head of House / Parent / Guardian
- in the case of the Probationary Contract, the Deputy Head of School issues the contract

**Probation**

Instead of being suspended or expelled a student may be placed on Probation for a period to be determined by the Deputy Head of School, usually up to four weeks. During this time the student has an opportunity to justify remaining in the School by their attitude and behaviour in all areas. It may require temporary forfeiture of any position of leadership. Students on Probation are expected to justify their place in the whole life of the School. During Probation the student is placed on a contract by the Deputy Head of School and invited to discuss his/her progress with her/his Head of House, Deputy Head of School and possibly the School Psychologist. At the end of Probation, the Deputy Head of School may remove the student from Probation or recommend to the Head of School Suspension or Expulsion. Any breach of the conditions of Probation or the rules of the School may lead to a student's Expulsion.

**Suspension**

In the event of a serious breach of School Regulations, the Head of School may decide to suspend a student. Suspension is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time. Suspension usually requires the student to be at home for the period. On return, the student may be placed on Probation (usually for a period of four weeks).

The significance of suspension is not dependent upon the length of the suspension, but rather a recognition that the student has, through their behavioural choices, put their position in the school at risk.

**Managing the Return to School following suspension or other temporary exclusion from classes:**

On return from a period of suspension, the student will meet with the Deputy Head of School/Head of Primary to discuss re-entry into the school and classes. It is recognised that, following on from a period of suspension, the student may experience some anxiety or concern. The student will be led through a coaching exercise in order to prepare them to join their classes and peers positively and constructively. Depending upon each case, the student may undergo a period of Probation, described earlier, which may include a period on a Head of House agreement as a behavioural and wellbeing measure, intended to assist the student manage their behaviour and to build in opportunities for key staff to regularly meet with the student. If appropriate, the student may be encouraged to meet with a school psychologist to debrief on the incident and to develop strategies to employ designed to mitigate against any repeated inappropriate behavioural choices.

On occasion, a suspension may be in place following an incident that has adversely impacted another student or students, for example incidents involving bullying or other unfair actions towards a student(s). In this case, prior to the offender's return from suspension, a Plan will be formulated by the Deputy Head of School in consultation with the impacted student(s) and their parents/carers.

Recognising that each incident will involve a unique set of circumstances and students, the following are examples of measures that may be considered in the formulation of the Plan:

- The student will meet with the Deputy Head of School/Head of Primary to discuss and formulate a Plan. The student's Head of House and/or the student's parent/carer will be welcome to attend this meeting if desired. At this meeting, the student will be given an opportunity to discuss any ongoing concerns they may have. If ongoing concerns are identified, then possible mitigations for these will be discussed and included in the Plan.
- In the case of a secondary school student, the student's Head of House will be informed and asked to check in with the student regularly as needed. For a primary school student, the classroom teacher will be informed.
- The student may be asked to identify an adult member of staff the student trusts and with whom the student feels safe.
    - The student will be able to meet with this adult if the student feels anxious, uncomfortable, or unsafe.
    - If this member of staff is unavailable, then the student will report to Student Services where the student support officer will locate the student's Head of house or Deputy Head of School.
- Counselling and psychological support will be offered to the student via one of the school psychologists. This support may be a single session to discuss any concerns and develop strategies, or it may be ongoing as requested by the student and psychologist. A parent would be welcome to attend the initial psychologist appointment.
- If the student shares any classes with the offender and indicates ongoing concerns, the class teacher will be notified and may make adjustments to ensure the ongoing wellbeing and sense of safety of the student.

**Show Cause**

Following suspension for a serious breach of the School's Student Code of Conduct, a student may be required to attend a Show Cause meeting with the student's parents / guardians. At this meeting a student is required to face a panel of senior staff to discuss the incident. Following the Show Cause meeting, the panel will confer to decide whether or not the student's enrolment will be continued. A student can only ever face one Show Cause meeting and any further breach of the Student Code of Conduct will result in expulsion.

**Managing the Return to School following suspension or other temporary exclusion from classes:**

On return from a period of suspension, the student will meet with the Deputy Head of School/Head of Primary to discuss re-entry into the school and classes. It is recognised that, following on from a period of suspension, the student may experience some anxiety or concern. The student will be led through a coaching exercise in order to prepare them to join their classes and peers positively and constructively. Depending upon each case, the student may undergo a period of Probation, described earlier, which may include a period on a Head of House agreement as a behavioural and wellbeing measure, intended to assist the student manage their behaviour and to build in opportunities for key staff to regularly meet with the student. If appropriate, the student may be encouraged to meet with a school psychologist to debrief on the incident and to develop strategies to employ designed to mitigate against any repeated inappropriate behavioural choices.

On occasion, a suspension may be in place following an incident that has adversely impacted another student or students, for example incidents involving bullying or other unfair actions towards a student(s). In this case, prior to the offender's return from suspension, a Plan will be formulated by the Deputy Head of School in consultation with the impacted student(s) and their parents/carers.

Recognising that each incident will involve a unique set of circumstances and students, the following are examples of measures that may be considered in the formulation of the Plan:

- The student will meet with the Deputy Head of School/Head of Primary to discuss and formulate a Plan. The student's Head of House and/or the student's parent/carer will be welcome to attend this meeting if desired. At this meeting, the student will be given an opportunity to discuss any ongoing concerns they may have. If ongoing concerns are identified, then possible mitigations for these will be discussed and included in the Plan.
- In the case of a secondary school student, the student's Head of House will be informed and asked to check in with the student regularly as needed. For a primary school student, the classroom teacher will be informed.
- The student may be asked to identify an adult member of staff the student trusts and with whom the student feels safe.
    - The student will be able to meet with this adult if the student feels anxious, uncomfortable, or unsafe.
    - If this member of staff is unavailable, then the student will report to Student Services where the student support officer will locate the student's Head of house or Deputy Head of School.
- Counselling and psychological support will be offered to the student via one of the school psychologists. This support may be a single session to discuss any concerns and develop strategies, or it may be ongoing as requested by the student and psychologist. A parent would be welcome to attend the initial psychologist appointment.
- If the student shares any classes with the offender and indicates ongoing concerns, the class teacher will be notified and may make adjustments to ensure the ongoing wellbeing and sense of safety of the student.

**Expulsion**

Following a serious breach of the School's Student Code of Conduct, or recidivism, the Deputy Head of School may direct the student not to attend school while the investigation takes place. An investigation will include the student being provided with information about the nature of the allegations and being given an opportunity to respond.

If after receiving the results of the investigation and hearing representations from the student, the Deputy Head of School forms the view that the consequence of the action of the student should be expulsion, the Deputy Head of School will make a recommendation to that effect to the Head of School and advise the student and parents / guardians that this recommendation has been made.

The parents / guardians or student may appeal against that recommendation to the Head of School, setting out the reasons why the Head of School should not act on the recommendation. Any appeal must be provided to the Head of School no later than 24 hours after the parents / guardians have been advised of the recommendation. If no appeal is made within the time specified, the Head of School will decide whether to accept the recommendation and advise the student and parents / guardian of the decision.

If the student or parents / guardians have lodged an appeal, the Head of School will consider the recommendations and the reasons provided by the student or parents / guardians for not following the recommendation and will decide whether to accept the recommendation of the Deputy Head of School. The Head of School will then advise the student and parents / guardians of the decision. The decision made by the Head of School will be final.

**Procedural Fairness**

Policies related to the discipline of students are based on **procedural fairness**. It is the responsibility of the School to determine incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, must be procedurally fair. Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- know the process by which the matter will be considered;
- respond to the allegations;
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision-making;
- an absence of bias by a decision maker.

Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, the Schools should establish any need for parents / guardians to be provided with interpreter services and, if required, make arrangements for such services to be available.

Where a student's misbehaviour is judged to be of a very serious nature, suspension and/or expulsion may be used as sanctions. The Head of School will always be involved in such cases and such decisions are at her discretion. In particular, where consideration is being given to the expulsion of a student from

the School, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

**Corporal Punishment**

Corporal punishment is the application of physical force to punish or correct the student, but not including the application of force to prevent personal injury to, or damage to, or the destruction of property of, any person (including the student).

Newcastle Grammar School:

- **expressly prohibits corporal punishment**
- does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

**Parents / Guardians**

Parents / Guardians are expected to support the values of Newcastle Grammar School. If parents / guardians become concerned with aspects of the School's Discipline Policy or Student Code of Conduct, they are encouraged to contact the appropriate member of staff – usually in the first instance the student's classroom teacher (K-6) or Head of Student Wellbeing K-6 or Head of House (7-12), or Deputy Head of School.

**RELATED POLICIES:**

- **Student Code of Conduct**
- **Social Media Policy and Guidelines**