

Behaviour Management:

A guide for schools



Department of Education

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Australian Government
Aid Program

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Secretary's message

Schools play a key role in teaching and assisting children in learning how to become responsible, educated and skilled citizens who can contribute positively to their families, communities and the nation. The *Behaviour Management Policy* for the National Education System of Papua New Guinea (PNG) is a critical step to assist schools to meet this role by improving student behaviour and welfare in our schools.

One aspect of the structural reform of the education system is an increase in the number of children and young people enrolled in schools. This means that not only are there greater numbers of students in schools but there is a greater diversity amongst the student population. This, together with social and cultural changes in PNG has created a situation where teachers and head teachers are faced with a greater range of student issues and problems in schools. In order to meet this challenge, schools are required to learn effective ways to manage and respond to student behaviour and to improve the wellbeing of students. The Department of Education is committed to supporting teachers and schools. The *Behaviour Management Policy* and this supplementary guide is an important strategy to help schools and other stakeholders to foster positive behaviour and development of students.

Effective behaviour management requires a whole school approach. This means that schools need to use a range of both proactive and reactive approaches and involve parents, community and other stakeholders to positively manage student behaviour. This guide to the *Behaviour Management Policy* is designed to provide advice, information and strategies to assist teachers and schools to do this. This guide has been developed by a broad range of stakeholders in PNG and the information reflects international best practice in light of the needs of PNG schools.

I encourage all schools to read and follow the recommendations made in this guide and commend all contributors and writers for the development of this book.

Dr. Joseph Pagelio
Secretary of Education

Introduction

In order to support schools to implement the *Behaviour Management Policy (BMP)*, the Department of Education (DoE) is providing non-statutory guidance to schools and provincial education boards.

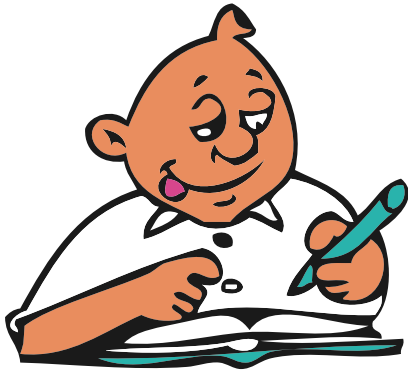
This guide provides examples, advice and strategies for implementing the *BMP* at the school level. It is designed for use by teachers, head teachers and school boards and can be used by other stakeholders if necessary.

This guide recommends best practice. Schools have the responsibility to develop their own school behaviour management policies within the statutory responsibilities set out in the *BMP*.

For example, school boards can develop a set of school rules or code of conduct but they must involve parents, teachers and students in developing the rules and they must not breach the principles and key responsibilities in the *BMP*.

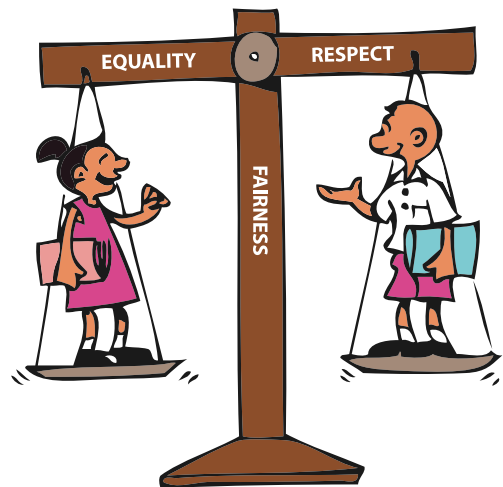


Guiding principles of behaviour management



Principle 1:
Right to education

Principle 2:
Right to respect, equality and fairness



Principle 3:
Right to a safe learning environment

Principle 4:
Right to good quality education





Principle 5:
Right to fair and consistent rules

Principle 6:
Right to a school behaviour management policy



Principle 7:
Right to access counselling
and referral services



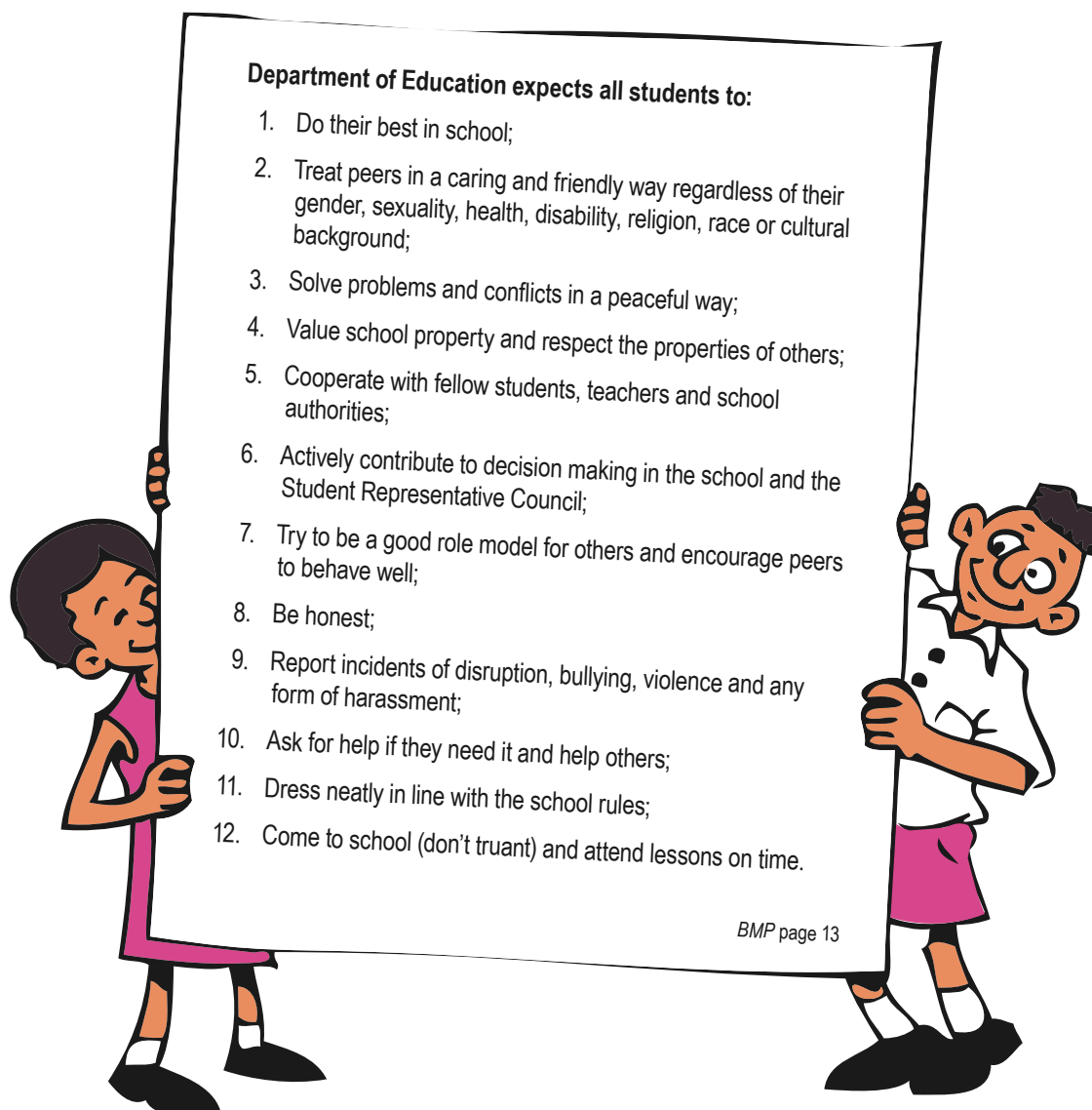
Principle 8:
Best practice and cooperation

Principle 9:
Personal responsibility



The role of students

Effective behaviour management requires the cooperation of the whole school. It is important to remember that students have responsibilities and that there are clear expectations about how students will behave in school. Some students may need to be encouraged and taught how to meet these responsibilities and expectations.

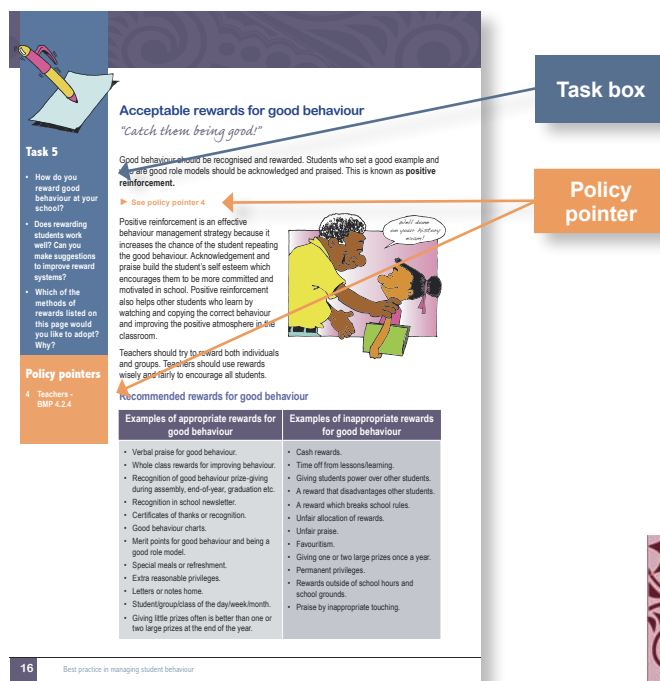


Department of Education expects all students to:

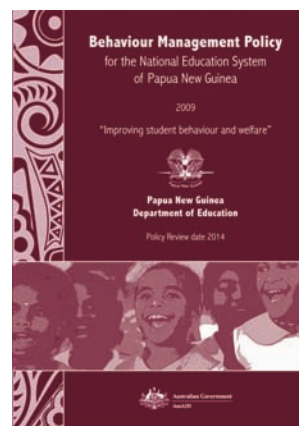
1. Do their best in school;
2. Treat peers in a caring and friendly way regardless of their gender, sexuality, health, disability, religion, race or cultural background;
3. Solve problems and conflicts in a peaceful way;
4. Value school property and respect the properties of others;
5. Cooperate with 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.

BMP page 13

How to use this guide



The guide contains information to support the implementation of the *Behaviour Management Policy (BMP)*. There are **Tasks** on the side of the page which help you to focus on relevant issues. These can be used for group discussions or even training if it is needed. There are **Policy pointers** which highlight the most relevant parts of the *BMP* and who is responsible for implementing it.



NOTE ON POLICY POINTERS

The *BMP* is described by listing the responsibilities of students, parents and guardians; communities; teachers; school based counsellors; head teachers; school boards; church agencies; PEBs; standards officers and TVET inspectors; guidance officers; the DOE; the TSC; and the NEB.

All stakeholders have a responsibility to promote the principles of the policy and to ensure implementation of the policy in the classroom and school.

The 'policy pointers' link information in this guide directly to specific and relevant sections in the policy. However, all stakeholders should make themselves familiar with the original policy document.

Best practice in managing student behaviour



Task 1

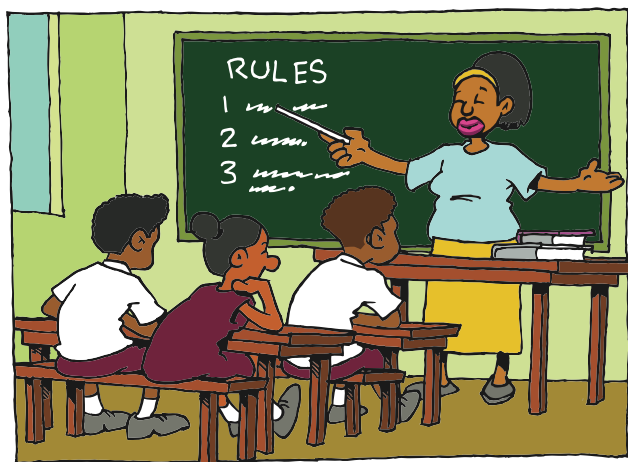
- Look at the list of best practices above and order them in terms of most effective.
- List 3 examples of good behaviour management practices in your school. Explain why they work.
- List 3 examples of poor behaviour management practices in your school. What are the main behavioural problems in your school at the moment? Why do they occur? Where and when do they occur?

Behaviour management begins with creating an environment that minimises the risk for poor behaviour and encourages positive behaviour. Classrooms need to be a place where students and teachers feel safe and respected. This means that teachers need to pay attention to how they manage their classrooms. Some students need help to learn how to behave better at school. Here are some points to think about.

Here are some points to think about:

- Teachers who are good role models help students to learn by demonstrating to students the correct way to behave.
- Teachers who are good role models will be respected by their students.
- Students who understand class and school rules are less likely to break them.
- Instructions that are given clearly and communicated to all students are more likely to be followed.
- Interesting and engaging lessons will keep students motivated and reduce the likelihood of them becoming bored and distracted.
- A teacher who demonstrates enthusiasm, commitment and passion for learning will inspire their students.
- Classrooms that promote and display students' work help students to feel a sense of pride.
- Students who take pride in their work and school are more likely to respect their classroom and teacher.

► See policy pointer 1



Students who understand class and school rules are less likely to break them

Managing student behaviour in schools

Teachers and head teachers have many successful strategies for dealing with poor behaviour in school. Positive behaviour management focuses on actively preventing and minimising disruption. Well prepared, dynamic and effective teachers have fewer behaviour problems. Well managed schools with strong and effective leadership have fewer issues. Teachers need to have a consistent, fair and transparent approach and at all times, make decisions that are in the best interest of the students.

Creating an environment for good behaviour

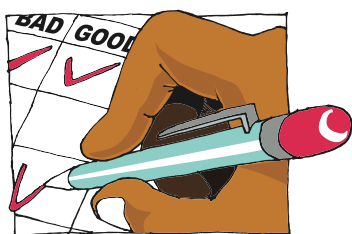
Behaviour management strategies for the classroom

Behaviour management strategies should be planned and used by the classroom teacher to teach students how to behave responsibly. The teacher can use effective ways of discouraging poor behaviour without offending the student.

► See policy pointer 2

Responding to behaviour

- Reward and praise good and improving behaviour.
- Keep a simple behaviour record to share regularly with parents, students and fellow teachers. Don't forget to record good behaviour and improving behaviour.

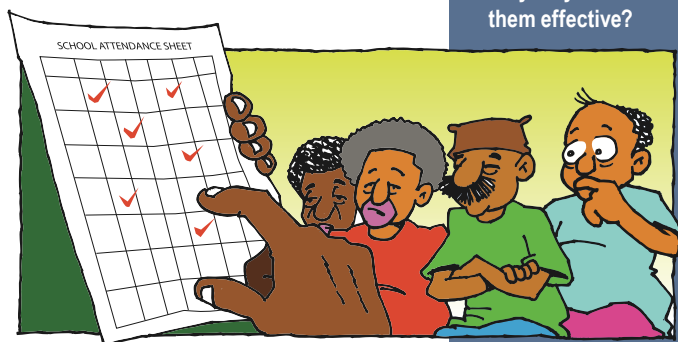


- Ensure all students know the consequences for poor behaviour. Be firm, fair and consistent.



- Avoid labelling students. Focus on their behaviour and how they can improve.
- If a student misbehaves, stay calm and do not get into an argument. Ask the student to leave the room and focus on the other learners.

- Provide clear instructions and time limits for any sanctions.
- Inform parents and guardians of unexplained absences and repeated disruptive behaviour.



- Ask for help if you need it and use your school based counsellors to help students with serious behaviour issues.



Task 2

- Which of the above behaviour management strategies (if any) do you use most frequently? Why?
- Are there any other strategies you use that are not listed here? List them. Why do you find them effective?

Policy pointers

- 1 Students
BMP 1.0
- 2 Teachers
BMP 4.2



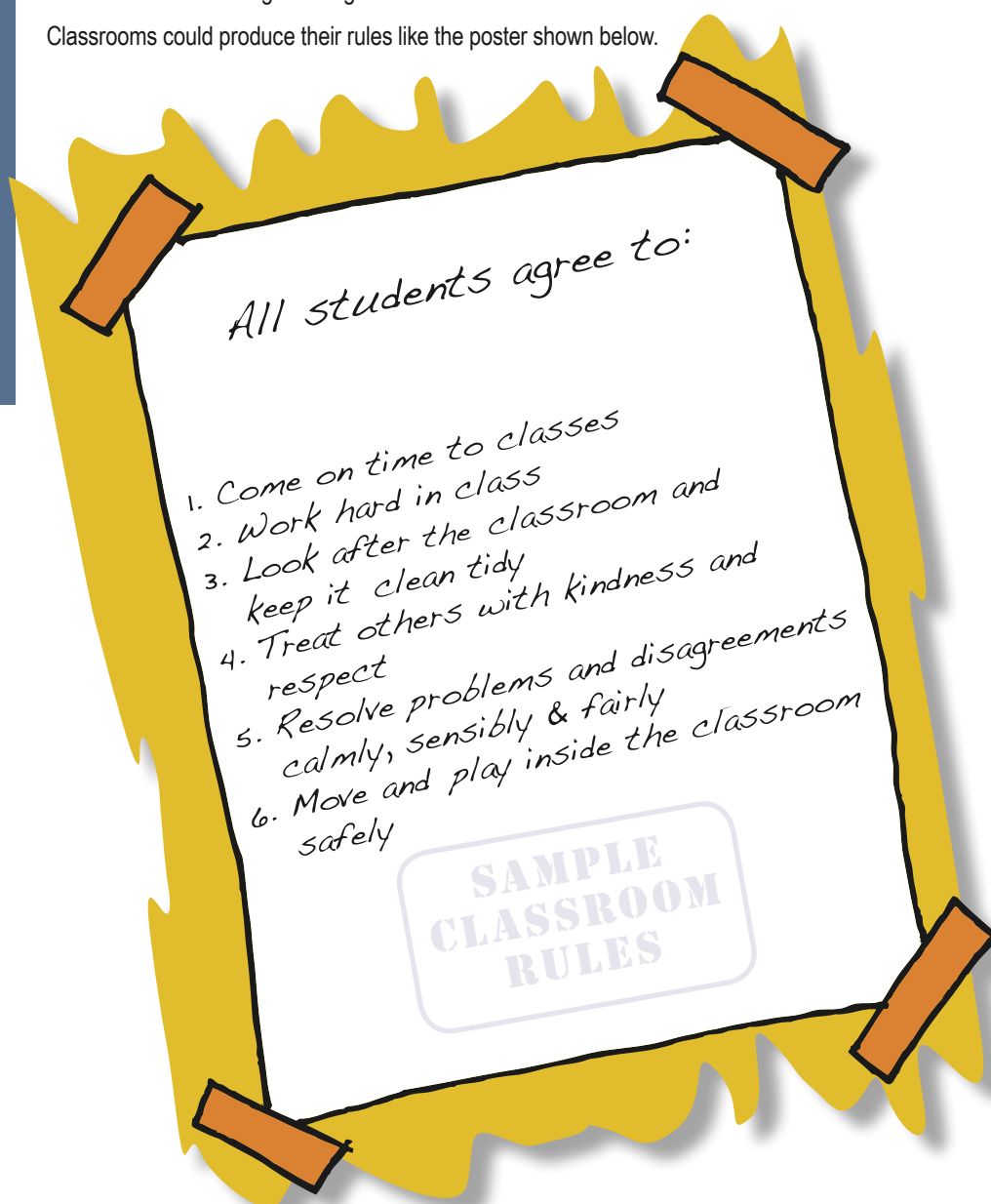
Task 3

- Are your students aware of classroom rules? Did your students help to write them?
- How are students made aware of the rules?
- What happens to those students who do NOT follow classroom rules? Discuss with your class.

Classroom rules

- Students should be involved in making classroom rules.
- Keep classroom rules short and simple.
- Make sure the school and classroom rules are clear, positive and child friendly.
- Put them in a place where students can see and read them.
- Ask students to sign and agree to the classroom rules.

Classrooms could produce their rules like the poster shown below.



Classroom environment



Think carefully about seating arrangements that help learning.

- Keep students active and interested. Bored students misbehave. Make sure that you allocate roles fairly.
- Think carefully about seating arrangements that help learning. For example, make sure you separate disruptive students and ensure all students face and can see the board. Check that all students can hear and see the teacher.
- Involve students in making the classroom a clean, neat and attractive place for learning. The room should be tidy and the cleaning tasks should be fairly shared by the students.
- Keep group sizes small for group work. Try not to have groups of more than four and try to use as much paired work as you can.

Classroom management

- The teacher is in charge of the behaviour in the class. Don't appoint students to discipline other students. Class captains' should not be put in control of the class.
- Do not leave your classroom unattended. If there is an emergency and you are required to leave the class, ask another teacher or the head teacher to supervise the class.

Behaviour management strategies for head teachers

Schools can help students to behave well by developing whole school approaches to behaviour management. The head teacher has a responsibility to manage and lead the school to ensure students behave well.

Leadership

- Lead from the front. Walk around every classroom every day to praise and monitor. Smile, be positive and encourage the students and teachers.

Learning

- Make sure life skills are taught well in personal development and similar subjects.
- Encourage peer education and student leadership. The student representative council (SRC) is a powerful, positive tool if it has equal representation and the student leaders are well trained and well supported by the school.



Encourage students to establish clubs, organizations, church activities and sporting events.

- Keep students active by setting up or encouraging students to establish clubs, organizations, church activities and sporting events. These activities must be on school grounds and supervised by teachers.
- Include training on behaviour management strategies on your teacher in-service plan.

Rewards and recognition

- Reward good and improving behaviour as often as possible through school systems like credit points, prize giving assembly, newsletters, letters home etc. It is better to have lots of small regular rewards rather than one large reward during graduation.

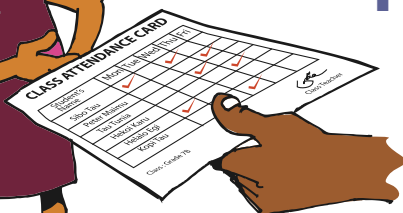
School rules

- Check that there are class and school rules in every classroom.
- Ask students and parents to sign a copy of the Code of Conduct/school rules as a condition of enrolment.
- Make sure all teachers apply the rules fairly, quickly and consistently to all students. Any punishments must be equal to the offence and, if possible, right the wrong.
- Consult with staff before making a decision on a serious student sanction.



Management of staff

- Ensure systems for recording the presence of teachers in classroom. For example, teacher attendance sheets signed and collected by the class captain.



- Ensure the school based counsellors have enough time to work with students. Reduce their teaching load and consult with them regularly.

Supervision of students

- Ensure students are always supervised during breaks and lunchtimes. Make sure dormitories and the school mess are peaceful and healthy places, looked after by students and supervised by staff.



Ensure students are always supervised during break and lunchtimes.

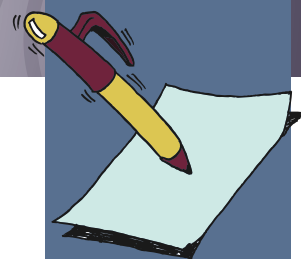
Reporting

- Include student behaviour as part of your report to the school board.

Crisis management

- Make sure there is a crisis management plan and everyone knows what to do in an emergency.

► See policy pointer 3



Task 4

- Describe the nature of the relationship between the head teacher and staff at your school.
- List 3 strategies the head teacher can use to improve the behaviour at the school.
- List 3 strategies the head teacher should begin to use immediately.

Policy pointers

3 Head teachers
BMP 6.0



Task 5

- How do you reward good behaviour at your school?
- Does rewarding students work well? Can you make suggestions to improve reward systems?
- Which of the methods of rewards listed on this page would you like to adopt? Why?

Policy pointers

4 Teachers
BMP 4.2.4

Acceptable rewards for good behaviour

"Catch them being good!"

Good behaviour should be recognised and rewarded. Students who set a good example and who are good role models should be acknowledged and praised. This is known as **positive reinforcement**.

► See policy pointer 4

Positive reinforcement is an effective behaviour management strategy because it increases the chance of the student repeating the good behaviour. Acknowledgement and praise build the student's self esteem which encourages them to be more committed and motivated in school. Positive reinforcement also helps other students who learn by watching and copying the correct behaviour and improving the positive atmosphere in the classroom.

Teachers should try to reward both individuals and groups. Teachers should use rewards wisely and fairly to encourage all students.



Recommended rewards for good behaviour

Examples of appropriate rewards for good behaviour	Examples of inappropriate rewards for good behaviour
• Verbal praise for good behaviour. • Whole class rewards for improving behaviour. • Recognition of good behaviour prize-giving during assembly, end-of-year, graduation etc. • Recognition in school newsletter. • Certificates of thanks or recognition. • Good behaviour charts. • Merit points for good behaviour and being a good role model. • Special meals or refreshment. • Extra reasonable privileges. • Letters or notes home. • Student/group/class of the day/week/month. • Giving little prizes often is better than one or two large prizes at the end of the year.	• Cash rewards. • Time off from lessons/learning. • Giving students power over other students. • A reward that disadvantages other students. • A reward which breaks school rules. • Unfair allocation of rewards. • Unfair praise. • Favouritism. • Giving one or two large prizes once a year. • Permanent privileges. • Rewards outside of school hours and school grounds. • Praise by inappropriate touching.

Consequences for poor behaviour

When a student behaves poorly, teachers should see the situation as an opportunity to help the student to accept consequences for their behaviour, to teach them the correct or alternate behaviour and allow the student to learn to change.

There must be consequences for poor behaviour. However the consequences will vary depending on the behaviour, causes of the behaviour, and the student's willingness to change.

► See policy pointer 5

Acceptable and unacceptable sanctions for students

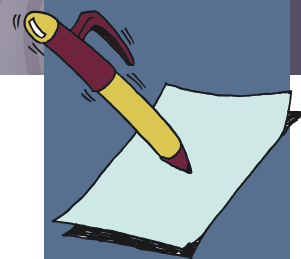
A sanction can have different purposes. It can be to:

- correct and improve a behaviour;
- make good a wrong (restorative justice);
- preserve good order and safety in the school;
- educate other students.

Any sanction for misbehaviour should follow these principles and should:

- be proportional and appropriate to the offence;
- be appropriate to the age and maturity of the student;
- holds the student accountable for their behaviour;
- be non-violent and safe;
- not deliberately harm the student physically, emotionally or mentally;
- be clearly explained to the student;
- be delivered as soon as possible after the offence;
- help the student learn how to behave better;
- allow the student to undo any harm they have caused;
- be supervised;
- not pleasurable or enjoyable for the student;
- not interfere with the student's learning;
- recorded in writing if necessary;
- not violate the student's human rights.

Teachers, head teachers and school boards should use sound judgement to select the correct sanction for an offence.



Task 6

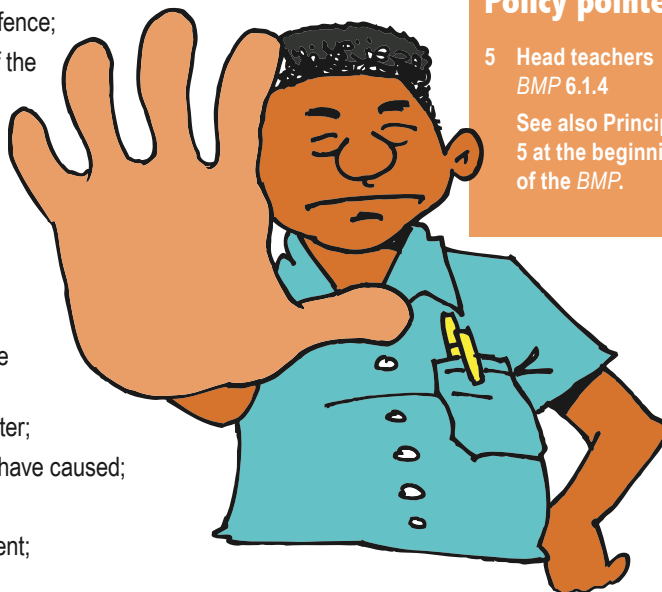
- Punishment can have a very negative influence on children. As a result, the term 'sanction' is used instead of 'punishment'.

Discuss with a colleague why this is a good idea.

Policy pointers

5 Head teachers
BMP 6.1.4

See also Principle 5 at the beginning of the BMP.





Missing out on non-essential class activity.



Litter picking.



Report regularly to the head teacher.

Examples of appropriate sanctions

- Sanctions that put right the harm caused.
- Removal from class for short periods (student must catch up work).
- Removal from an enjoyable but non-essential class activity.
- Loss of privileges such as play time.
- Carrying out a useful task in school.
- One-to-one correction.
- School community service such as litter picking.
- Good behaviour bond or contract.
- Gating for boarding students.
- Detention after school or during lunch when parents are informed.
- Replacement or paying for damaged/stolen property.
- Letter to parents.
- Conference with parents.
- Student has to report regularly to the head teacher or other senior staff member.
- Writing a letter of apology.
- Suspension of no more than two weeks (for serious or repeated offences).
- Expulsion (for criminal offences or extremely serious offences or repeated offences).

Examples of inappropriate sanctions

- Corporal punishments such as caning, pinching, hitting, slapping etc.
- Whole group sanctions that punish the innocent and the guilty.
- Extreme physical work out of school hours.
- Extreme physical work during lesson time.
- Not letting students sit scheduled tests or exams.
- Severe sanctions for minor offences.
- Sending students home for not wearing uniform, shoes, being late etc.
- Withholding school certificates.
- Humiliating or cruel punishments.
- Fines and paying compensation.
- Activities the student will enjoy.
- After school detention without informing parents (day schools only).
- Denying a student food during a lunch break.
- Suspension for longer than two weeks.

► See policy pointer 6



Extreme physical work.



Humiliating or cruel punishments.



Task 7

- Which are the 3 most common sanctions used at your school? Why?
- In your opinion, do your students respond better to sanctions or to rewards? Discuss.
- Which of the appropriate sanctions in the table have you never used? Why? Would you use them in the future?

Policy pointers

- 6 Teachers
BMP 4.2.2
Head teacher
BMP 6.1.4
states that "sanctions should never deliberately cause physical, emotional or mental harm to students."



Task 8

- Discuss why suspension should be kept as short as possible?
- What are some of the strategies that you can use to ensure that a suspended student does not miss out on their education?
- Why is it necessary to notify parents/guardians when a student is suspended?

Policy pointers

- 7 Head teachers
BMP 6.1.5/6.1.6
- 8 Head teachers
BMP 6.1.6/6.1.7
- Guidance Officers
- BMP 11.3.3
- Head teachers
BMP 6.1.6"
- Parents
BMP 2.3.5

Restraint and reasonable force

A common concern of teachers is what to do if a student is violent or threatens themselves and others. Physical restraint means that you would use physical force to stop a person's actions or behaviour. This may include physically holding a person, holding their hands or arms, separating fighting students, forcibly removing a weapon.

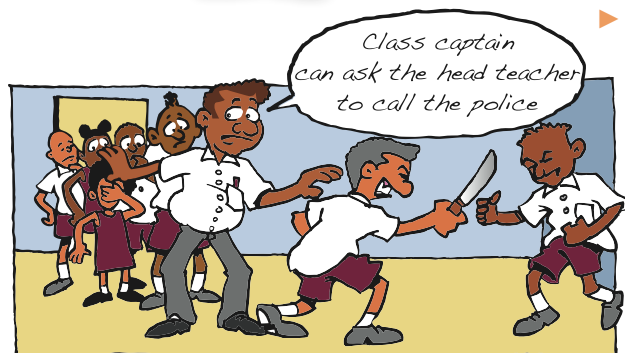
Physical restraint should only be used as a last resort when a student has the potential to harm themselves or others. Teachers have a duty to protect their students and themselves from harm.

If a students or teachers are faced with the threat of violence they should:



- assess the situation;
- stay calm and speak calmly;
- get other students out of danger;
- send a sensible person for help;
- back away from the danger;
- if you have to **and** it is safe for you, restrain a student by using minimum force;
- not use pain or violence to control behaviour;
- call the police and/or parents/guardians if necessary;

► See policy pointer 7



Suspending students

Suspension involves excluding a student from participating in school for a set period of time up to a maximum of two weeks. Suspension may be used by a head teacher when they decide other options are not possible. In some cases, a head teacher may use suspension to ensure the safety of other students.

Suspension as a sanction may be used to act as a deterrent i.e. to stop the suspended student from repeating the behaviour and to stop other students from the same behaviour by demonstrating the consequences.

Suspension may also be used to ensure safety and security. In some cases where a student has hurt or threatened to hurt other students or to damage school property, suspension may be used to remove the student to ensure safety and security.

Steps to follow when considering suspension

1. Interview the student and any other relevant parties to gain accurate information about the situation.
2. Discuss the decision with other senior staff to determine if suspension is the correct course of action.
3. Explain to the student the decision that has been made and why. Explain that the recommendation for the suspension will be reported to the school board who will make the final decision.
4. Inform the parents/guardians as soon as possible.
5. Inform the school board and arrange a meeting with them immediately. Submit a written report to the school board.
6. The school board or delegated authority will decide on suspension.
7. Do not release the student from school until parents/guardians are informed or you can guarantee where the student is going and who will be supervising him/her. You have a duty of care to students during school hours.
8. In cases where schools are unable to contact parents/guardians or cannot guarantee the safety of a student following a decision for suspension, the student must remain within the school grounds. The student should be suspended from attending classes and separated from other students. The student may sit in the head teachers office or or another supervised area during the period of suspension.
9. Teachers should arrange school work for the student to complete during the period of suspension.

Please remember that suspending a student excludes them from education and the student will miss their lessons. Head teachers may use alternate strategies, such as, removing child from class and sitting them in separate area instead of preventing them from attending school. If a head teacher decides to suspend a student, they must make sure that there is a plan in place so that the student can keep up with their school work and do not miss out on important lessons.

► See policy pointer 8



Policy pointers

9 Head teachers
BMP 6.1.6

School Boards
BMP 7.3.5

Church agencies
BMP 8.3 states

PEBs
BMP 9.0
9.1 for PEB
discusses appeals.

10 Head teachers
BMP 6.1.5

Expelling students

Expulsion for a first offence is only to be used in extreme cases. Repeated poor behaviour can also lead to expulsion if a range of behaviour management strategies have been exhausted.

Expulsion for a first offence should only be used where a student's behaviour:

- has seriously harmed others;
- threatens the safety of others;
- seriously damages the school property.

School boards, head teachers and teachers should use their professional judgement when deciding on expulsions. The school board or its delegated committee is the body that decides on whether to expel a student based on evidence.

► See policy pointer 9

Involving the police

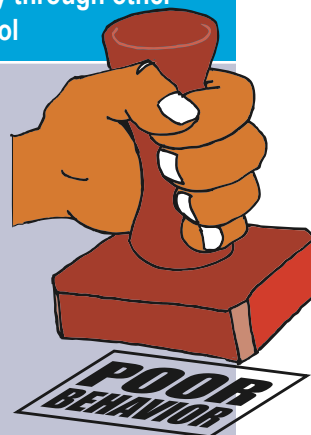
Head teachers have a responsibility to involve the police if a student commits a serious criminal offence at school.



For example, serious assault or violence, rape or sexual assault, drugs, serious threats of violence or assault, arson, serious vandalism, possession of firearms. Schools can also ask for police advice and guidance on other matters and can involve the police for other offences. Schools should work together with police to identify appropriate sanctions that enable the student to stay in school but at the same time be accountable for their behaviour. Head teachers and boards of management should consult police juvenile justice officers and juvenile justice working groups before making decisions on expulsion. Juvenile justice working groups can help schools by offering support services and referrals. They will provide guidance to schools on how to best respond to students with disruptive and antisocial behaviour. Head teachers should **always** use their professional judgement and the guiding principles of the policy.

Examples of misbehaviour that will be dealt with initially through other behaviour management strategies in school

- Bullying.
- Abuse of mobile phones and other electronic devices.
- Smoking cigarettes and chewing/spitting betelnut.
- Obscene language.
- Graffiti and minor damage to school property.
- Truancy and poor punctuality.
- Rudeness to others.
- Petty theft.
- Other disruptive behaviours and breaking school rules.
- Stigmatising students and staff affected by HIV and AIDS.



Examples of serious misbehaviours that may lead to suspension and possibly to expulsion. The Police may be involved.

- Drinking alcohol and homebrew and being drunk or intoxicated.
- Making homebrew.
- Smoking marijuana.
- Serious incidents of graffiti.
- Cult or generation name activity.
- Sexual activity on school grounds.
- Possession of pornography.
- Serious bullying.
- Fighting and group fighting which does not cause serious injury.



Examples of criminal behaviours that should lead to immediate suspension, expulsion and Police involvement

- Serious assault or violence that could lead to death or serious injury.
- Rape, sexual assault and sexual harassment.
- Arson or serious vandalism.
- Stealing items or property of significant value.
- Serious threats of violence against staff or students.
- Possession of a firearm.
- Possession or selling of substantial amount of marijuana, home brew and other illicit substances.
- Making and selling pornography.
- Bribery.



► See policy pointer 10



Task 9

Read the case example on mediation.

- Why was the guidance officer contacted?
- What are the advantages of using mediation instead of prosecution?
- Have you ever tried mediation in your school? If so who was the 'mediator' and describe what happened.
- Reflect on when a student has been expelled at your school. Was the decision in line with the principles of the Behaviour Management Policy? Were there alternatives? What happened to the student after they were expelled

Case Example: Successful Mediation

A group of Grade 7 male students, aged between 9 and 12 years, were caught by their class teacher viewing pornographic photographs. The students were taken to the police station and questioned. The students were then sent home and told to return the next day with their parents.

The next day, the students arrived with their parents to attend a meeting with school staff and police. The National Juvenile Justice Coordinator requested for a guidance officer to attend and facilitate mediation. On arrival at the police station, the guidance officer realised that a decision had been made by the school and police to charge the students and expel them from school.

During the mediation, the guidance officer let each party have their say. One student claimed that when the teacher caught them, he showed the pictures to the rest of the class and some of the teaching staff. The students explained that they felt humiliated in front of their classmates by the teacher.

The students' parents complained that school authorities had not interviewed their children before handing them to the police. The teacher replied that the incident was a police matter.

The guidance officer listened and summarised the information. He acknowledged that all boys admitted to viewing the material. He challenged the young men to think about how they would feel if the women in the photographs were their sisters or mothers.

He stressed the young age of the boys and pointed out that expelling the students would not help them to learn from their mistake. Instead, the students would end up missing out on their education. This would not help the boys grow into responsible young men, instead this could create a situation where the boys could become angry, bored and engage in even more antisocial behaviours. He asked the teachers how they would feel if their own children were treated as these students had been treated.

The guidance officer showed the Behaviour Management Policy to the parents, teachers and police and spoke about the right of children to have education. He also made several suggestions about other more appropriate and effective

consequences for the students' behaviour. The guidance officer suggested that the students be given a second chance but lose some of their privileges both at school and at home. The guidance officer advised the school to devise a plan to check and store students' bags during the day and to draw up a "channel of communication and responsibilities" of how to respond when there are student problems. He also encouraged the parents to spend time and talk to their sons to try and understand why the incident had occurred.

The National Juvenile Justice Coordinator reported that the Police Station Commander was going to lock the students in the police cell for one day to teach them a lesson but after listening to the parents, students and guidance officer, he changed his mind and agreed for the students to return to school. The school also agreed for the students to return on condition of good behaviour. Instead of expulsion, the students were to be issued with 'gating'.

All parties were satisfied with the outcome and the boys were able to continue their education.

Student issues in schools

Often there are underlying causes for poor student behaviour, for example family and relationship problems, experience of violence, peer pressure or abuse. This means that many students who have poor behaviour may require support to make changes in other areas of their lives. It is important for schools to try to understand why the student is behaving in a particular way and use strategies to best help the student address, change or cope with any underlying issues.

This section include some common issues which occur in schools.

Dealing with bullying

Bullying is a serious issue in schools. It occurs in all grades and affects both male and female students. Bullying is repeated, hurtful and aggressive behaviour by one or more people to harm another. Schools should have clear guidelines on how they will respond to bullying.

There are many different types of behaviour that can be called bullying behaviour.

Examples of Bullying Behaviour

- Hitting, kicking, punching or physically hurting others in any way.
- Name calling.
- Teasing.
- Taking or interfering with someone's money or possessions.
- Spreading rumours about people and their families.
- Pushing and pulling.
- Ignoring and leaving people out.
- Intimidating or threatening others.
- Forcing others to join groups or take part in activities they don't want to.
- Writing nasty notes or mean SMS text messages.

Bullying is particularly prevalent in schools because most students are still learning to control their emotions, make friends and deal with group dynamics and peer pressure. Bullies and victims both require help. Bullies need to be able to see their behaviour as hurtful and be taught appropriate ways to behave toward others. Victims need to know that they are supported. They will need assistance to increase their confidence and self esteem and may need help to make friends.

Characteristics of bullies and victims

Bullies	Victim
• Often have been exposed to violence and fighting at home. • May have feelings of jealousy or resentment. • Use aggression and threats to resolve problems. • Often discriminate against those who are different or vulnerable. • May think of themselves as superior because of their physical appearance or social status etc. • May have been bullied themselves or are victims of family violence. • Can be an individual or a group.	• May have low self-esteem. • May feel lonely and frightened. • May have difficulty making friends. • May have characteristics that makes them easy target for teasing (i.e. poor, disability). • May avoid school and social activities. • May blame themselves. • May feel rejected. • May feel like they don't fit in.

Policy pointers

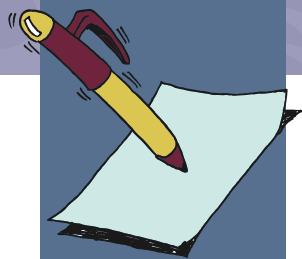
- 1 Parents
BMP 2.4.4
See also DOE
Discipline box
item 9

► See policy pointer 1

Strategies to deal with bullying in schools

Proactive Strategies

- Ensure staff and students know how what kinds of behaviour are bullying behaviours.
- Ensure adequate supervision of students inside and outside classroom.
- Ensure staff, students and parents know what to do and who to talk to when they witness bullying.
- Outline of procedures for monitoring the school to ensure that danger areas and year groups at risk are identified.
- Use teaching opportunities in the Personal Development curriculum to discuss issues around diversity, teach social and emotional skills and build self-esteem and self-confidence of students.
- Use newsletters, P & C meetings, school assemblies to create awareness about bullying.
- Provide students with strategies to prevent bullying and speak out against bullying behaviour.



Task 10

- What types of bullying happen at your school?
- What steps are being taken in your school to reduce the problems of bullying?
- Do you know of any cult groups in your school? Why do you think young people might be interested in joining a 'cult' group?

Reactive Strategies

- Respond to any bullying behaviour quickly and consistently.
- Establish procedures for contacting all parents of pupils concerned in bullying.
- Refer to school based counsellors. They can offer support and assistance to both the bully and the victim. School based counsellors can help students to change their behaviour.
- Seek assistance from police if bullying incident constitutes criminal offense which is beyond the capacity of the school to deal with.
- Use NGOs and guidance officers for serious and repeated instances of bullying in school to support both staff and students.

Strategies to teach students

- Hang out with friends and in groups.
- Ignore bullying behaviour if possible.
- Be firm and clear and tell the bully to stop.
- Walk away from bullies and join your friends.
- Inform teachers or the head teacher about bullying.
- Stand up for other students who are being bullied.
- Speak out against bullies and report bullying.
- Ask friends for support and assistance to report bullying to teachers.
- Seek help and support from school based counsellor.
- Don't blame yourself for bullying.

Bullying and cult activities

Much of the behaviour described as 'cult activities' are forms of serious bullying. This happens when one individual or group of students attempts to gain power over others by using threats, physical force and intimidation against other students so they will conform and participate in their activities. For example, threatening younger students with beatings, excluding students from talking to their peers, forcing other students to perform tasks or actions against their will, like smoking marijuana, performing sexual acts or stealing others possessions. Many of these behaviours are also criminal offenses and must be dealt with in schools. Refer to the next section on 'Cults and generation names' for more information.



Cults and generation names

All educational institutions should deal with harmful student subcultures.

► See policy pointer 2

Student Subculture

Student subcultures exist in schools around the world. Student subcultures are small groups of students within the school who have common interests, share ideas and goals. Subcultures often have rituals, protocols and distinctive ways of behaving. School student sub cultures can develop from, Christian fellowship groups, musical groups, provincial groups or maths study groups. However, some student subcultures are regarded as negative because the groups' values and practices are considered harmful or threatening by the general population.

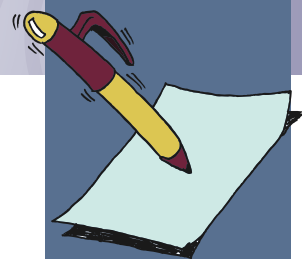
Student subcultures are more common in boarding institutions where young people are away from the supervision of their parents and family.

In PNG schools, the passing on of 'generation names' is one particular subculture which has been associated with:

- harmful initiation rites;
- sexually promiscuous behaviour;
- drinking and smoking rituals;
- bullying of other students;
- claiming of territory within and outside of schools;
- making high performing students complete assignments for other group members;
- creation of hierarchical structures of power amongst group members;
- in some extreme cases, devil worshipping and occult rituals.

Incidences of life-threatening injuries, damage to school property and disruption to school routines has been linked to 'generation name' activities. The 'generation names' subculture is considered antisocial and does not promote the positive development of young people.

Student groups are an important part of schools. Groups help students form bonds with others, and help them gain social skills and confidence. Groups with specific goals, such as sports or craft groups, help students to develop their skills and abilities. However, student groups must be endorsed by schools and properly supervised.



Task 11

- Discuss any cases of cult or generation name activities you are aware of.
- Suggest the best way to deal with the issue at your own school.

Policy pointers

- 2 Head teachers
BMP 6.1.3/6.6.2
Guidance Officers
BMP 11.2.2/11.2.3

The following table provides some suggestions for strategies that schools can use to address negative subcultures

Reason why students might engage in anti-social subcultures	Reasons why negative subcultures exist in schools
• Need for friendship and security. • Poor self-image. • Problems with family. • Away from family and supervision. • Experimentation. • Excitement of something new. • Sense of belonging. • Protection. • Peer pressure/intimidation. • Lack of achievement in school. • Lack of direction/supervision from staff/parents. • Existing beliefs in witchcraft, sorcery and <i>puri puri</i>	• Poor behaviour management in school. • Absence of disciplinary policy or procedures. • Insufficient counselling and student support. • Official student leadership (SRC) ineffective/ bypassed. • Lack of alternative, healthy extra-curricular activities. • Poor leadership in schools. • Poor supervision of students. • Staff lack confidence/knowledge/ understanding of how to handle the situation. • School boards not functional and are not able to make effective decisions on disciplining.

Strategies to deal with student subcultures in schools

Proactive strategies

- In-service staff and community leaders on 'cults', and brainstorm solutions.
- Teach social and life skills through personal development curriculum.
- Review anti-bullying strategies.
- Enforce regular supervision of students.
- Ensure all school boards are fully operational and in-serviced on roles and responsibilities.
- Support existing recreational clubs and establish new activities.
- Establish a process for registering genuine student interest groups.
- Set up times when and locations where student groups are authorized to meet.
- Strengthen SRC (if already showing positive behaviours).
- Establish guidance and counselling programme.
- Involve parents and community in awareness.
- Support male and female school based counsellors and give them adequate time to support students.

Reactive strategies

- Seek support from the standards officer and guidance officer.
- Engage juvenile justice working groups and inform them of specific student cases.
- Bonds of good behaviour and public exposure and renunciation of 'cults'.
- Re-establish control of dormitories, eg. dormitory patrons and reallocate students.
- Increase supervision and grounds patrol of staff.
- Monitor absenteeism and set up systems to record when students are on and off the school grounds.
- Refer individuals to the school counsellor.
- Contact and inform parents

Drug and alcohol use

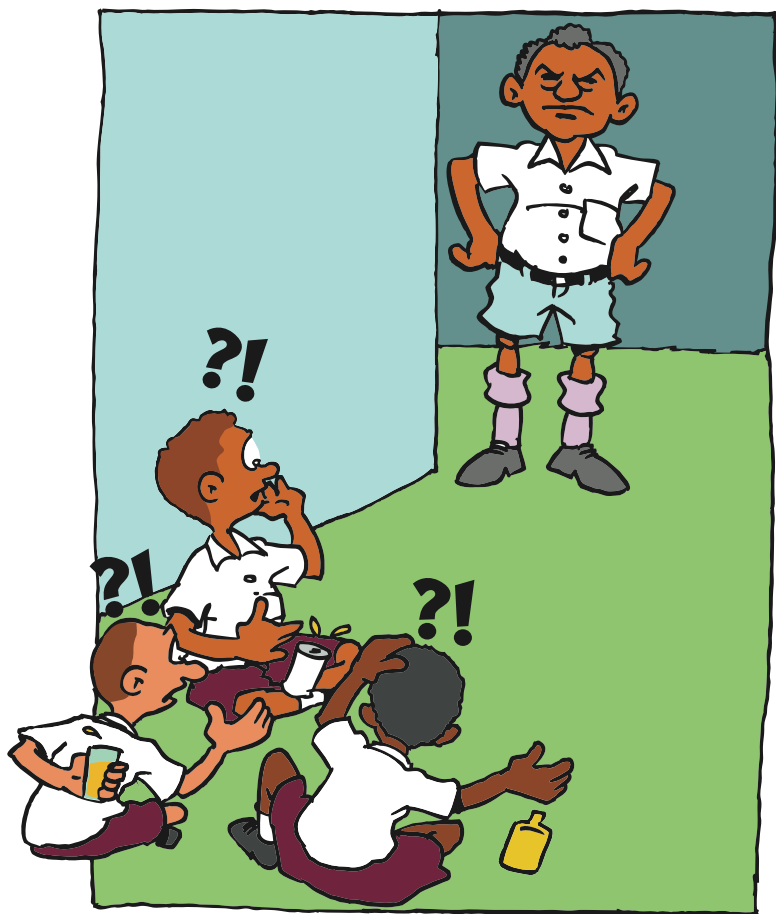
Consumption of illegal drugs is an offence. Persons under the age of 18 years are not permitted by law to consume alcohol or smoke cigarettes. All members of the school community have a duty to uphold these laws.

The effect of using drugs and alcohol is particularly harmful to children whose bodies and minds are still physically growing and developing.

In PNG, the drugs which cause the most harm are alcohol and tobacco.

There are many resources available that provide specific information on drugs and alcohol, including the personal development curriculum. This information has been adapted from the health promoting schools teaching materials and provides a general overview of some of the consequences of drug and alcohol use.

► See policy pointer 3

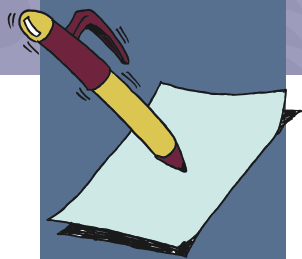


Task 12

- What is the worst case of alcohol-related violence you have seen?
- What examples of drug use have you seen?
- Discuss whether you think alcohol should be illegal.

Policy pointers

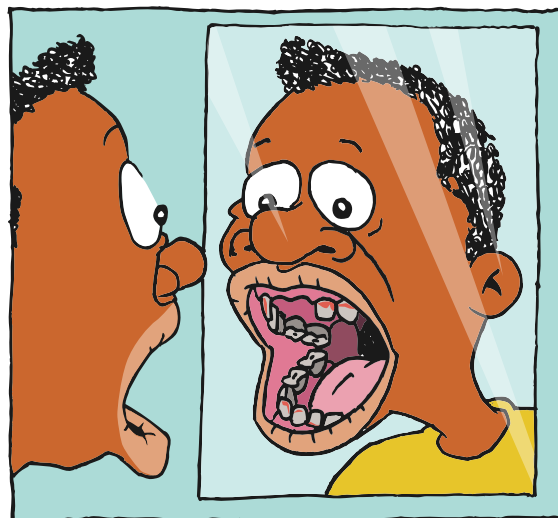
- 3 Students
BMP 1.1.3 – SAY NO!
- Parents
BMP 2.1.2
- Community
BMP 3.1.1



TASK 12

- Are you aware of people who make 'home brew' in your area? Has it caused any health or social related problems?
- Is 'home brew' used by students in your school?

Reasons why students might consume alcohol or drugs	Some consequences for young people using alcohol and drugs
• Celebrations and relaxation. • Peer pressure. • To fit in with other groups. • Experimentation. • Escape from problems at home and school. • Influence of family and relatives. • Boredom, loneliness, or insecurity. • Gain attention. • To feel better.	Short term • Get drunk or high. • Make poor decisions. • Take unnecessary risks. • May become argumentative. • Drink to much and vomit and/or pass out. • Become anxious and paranoid (using marijuana). • Do things they would not normally do like engage in sexual activities, vandalism and other anti social behaviours. Long Term • Serious physical damage their bodies and brain. • Poor concentration. • Reduce memory capability. • Poor performance at sport. • Poor attendance at school. • Drop in academic performance. • Development of psychological problems like depression, anxiety and other mental illnesses. • May become angry and aggressive, get into fights with people. • May become withdrawn and stop hanging out with regular friends. • Alienated from friends and family because of behaviour.



Betelnut

Chewing betelnut is often referred to as a cultural past-time. Betelnut is a mild narcotic (drug). The effect of chewing betelnut varies from relaxed, happy feeling to unpleasant feelings such as dizziness, sweating, weakness of the limb and loss of appetite (Department of Education and National Narcotics Bureau PNG, 1994).

Continuous chewing of betelnut can result in mouth and throat cancers as well as other tooth decay and poor oral hygiene. Spitting betelnut in public places spoils the environment, spreads germs and can increase the risk of spreading TB and hepatitis.

Chewing of betelnut is not permitted in schools in PNG by either students or teachers.

Strategies to deal with drug and alcohol use in schools:

Proactive Strategies

- Ensure the personal development curriculum is well taught and students are given correct information about the risks of alcohol and drugs. Do not exaggerate the risks.
- Use class discussions, forums and assemblies to encourage students to discuss the risks and impacts of drug and alcohol use.
- Invite guest speakers, such as health workers, NGOs and the police to talk with students about drug and alcohol use.
- Ensure that teachers do not smoke, drink or chew betelnut in front of students. Teachers are role models for students.
- Identify hidden areas within the school grounds where students may go to drink or smoke. Ensure these areas are monitored and supervised.
- Ensure dorms are properly supervised.
- Do not allow outsiders to sell cigarettes or betelnut inside or close to school grounds.



Task 13

- Is betelnut being used in different ways to its traditional use? Describe.
- Discuss the advantages and disadvantages of using betelnut.
- Do you think teachers who 'chew' are a bad example to the students? Discuss.

Policy pointers

4 Students

BMP 1.1.3 –
SAY NO!

Head teachers

BMP 6.1.3/6.5.1

Church Agencies

BMP 8.3.2

Reactive Strategies

- If a student is caught drinking or using drugs, make sure that the student is able to remain safe until the effects wear off.
- Ensure students caught smoking, drinking or using drugs are given education and counselling support on how to change their behaviour and habits. Remember that some students may have already developed an addiction and may require extra assistance.
- Assist students to deal with any subsequent health problems they may have developed, i.e. coughing, poor oral hygiene.
- Inform parents or guardians when a student has been caught using tobacco alcohol or other drugs at school. Inform the parent of the action that the school will take to ensure the behaviour is not repeated.
- Be fair and consistent when dealing with students who are using tobacco, alcohol or other drugs.

Tactics that don't work

- Over exaggerating the risks. i.e. telling students they will die if they smoke marijuana.
- Providing incorrect information. i.e. telling students they will become 'spak' and vomit after one sip of beer.
- Using stereotypes when discussing alcohol and drugs i.e. only prostitutes drink beer.
- Using fear as a way to try and prevent students from using drugs and alcohol i.e. telling students that they will go *long long* or crazy.
- Ignoring or avoiding discussions about the realities of drug and alcohol use amongst young people and not teaching about it at all.
- Simply telling students 'don't drink', 'don't smoke', 'don't chew' and not providing any other information to help students understand the risks involved with alcohol and drug use.

► See policy pointer 4

Courtship and student relationships

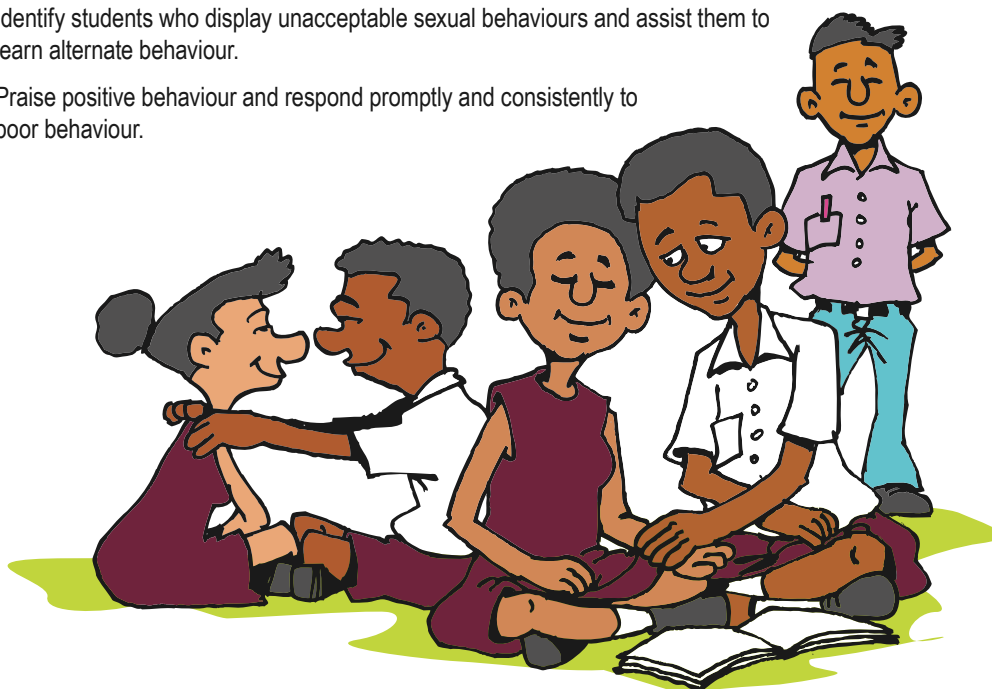
Student relationships can be a potential area of conflict and concern for parents, teachers and head teachers. Adolescents are still developing and learning and have not yet matured. This means that adolescents sometimes make poor decisions and mistakes. Adolescents are not always able to deal with the range of emotions they feel and social pressures they face.

Courtship and relationships are a normal part of adolescent life.

Teach students life skills, including good communication skills, relationship skills, conflict resolution, as well provide them with information about reproductive and sexual health.

Preventing students from having any contact or any opportunities to socialise with students' of the opposite sex is likely to foster curiosity, resistance and rebellion.

- Banning relationships will not lead to healthy adult development because students will learn inappropriate ways of behaving toward others.
- Provide student's with **safe** and **supervised** opportunities to meet and mix socially with other students. This will minimise the risk of inappropriate or high risk behaviours occurring and will provide an opportunity for positive interaction between young people.
- Make sure dorms are supervised, safe and secure.
- Teach life skills that will help students to develop resilience and assist them to make good decisions. Teach students about effective communication, forming good friendships, resolving conflict, problem solving and resisting peer pressure.
- Teach and role model acceptable ways to behave toward the opposite sex.
- Identify students who display unacceptable sexual behaviours and assist them to learn alternate behaviour.
- Praise positive behaviour and respond promptly and consistently to poor behaviour.



Dealing with pregnancy

Becoming pregnant while at school is a traumatic event for young women and they need extensive support and care rather than punishment. An uneducated single mother and the unborn child are at great risk and this has an impact on the wider society.

Pregnant students cannot be expelled. Expulsion is only for serious criminal or repeat offences. Expelling a pregnant student increases the risk to the student themselves and the unborn baby. Expulsion for pregnancy also encourages illegal and unsafe abortions. The right to education and a school's duty to protect students from harm takes precedent.

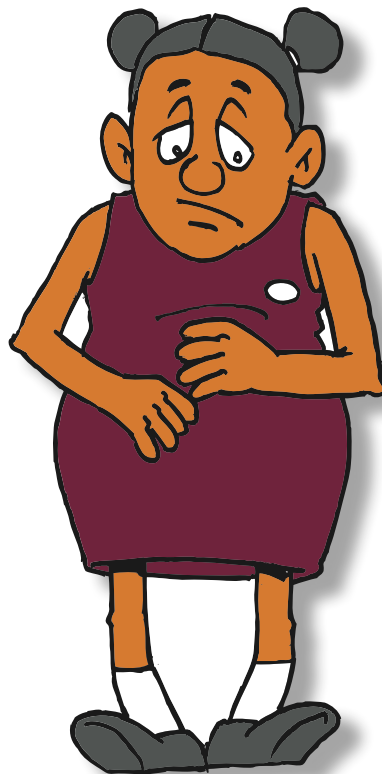
► See policy pointer 5

Recommended strategies to deal with pregnancy in schools

Careful decisions should be made in consultation with the student, father of the child, head teacher, school board, school based counsellor and parents/guardians. It is important that parents ensure the baby is adequately cared for before the student returns to school.

If pregnancy among students is a regular problem schools must review the quality of curriculum and teaching on reproductive sexual health, life skills education and address family planning access and supervision of students.

► See policy pointer 6

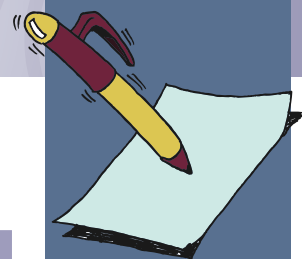


Issues around responding to pregnancy

For expelling a pregnant student	Against expelling pregnant
• Expulsion is a deterrent – might stop others. • Sex before marriage is considered immoral by some.	• Student has a right to education. • Expulsion encourages illegal abortion. • Traumatic event for student – they need support and care not sanction. • Stops the education of the young woman and damages her future prospects and those of her unborn child. • Discriminatory unless you expel the male student. • Another chance to change her behaviour. • Adding punishment to trauma is unethical. • Not a serious or criminal event that harms others.

Strategies include:

- extensive counselling, guidance and support for the students involved;
- allowing the student to continue studying while physically well enough and then return home for the birth;
- withdrawing to support the mother and the child and returning to studies later if the father of the child is a student in the school;
- allowing the pregnant student to withdraw until they can return to their studies;
- arranging transfer to another school, where prudent to do so.

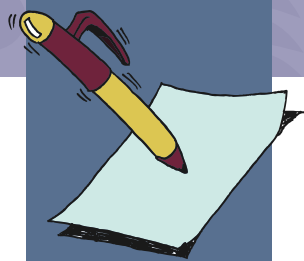


Task 14

- How many cases of pregnancy do you know of in your school?
- What happened to the boy and girl involved?

Policy pointers

- 5 Head teachers
BMP 7.3.2 on pregnancy
- 6 Teachers
BMP 4.1.2/4.3.2



Task 15

- Locate and read the DOE HIV and AIDS Policy if possible.
- Do you know of any cases of HIV and AIDS in your school?
- What steps are being taken in your school to prevent the spread of HIV?
- How many cases of TB are there in your school?
- Which outside groups or individuals come into your school to talk about HIV and AIDS?

Policy pointers

- 7 Students
BMP 1.1.4
- 8 Refer back to the box "DOE expects students to...", points 3, 4 and 5

Dealing with HIV and AIDS, TB and other serious health issues

Health issues such as HIV and AIDS and TB are not discipline issues but are a concern for teachers and school staff. Student's experiencing health problems require support, assistance and care.

- If a teacher suspects a child requires medical treatment, they should inform the parents and refer to health professionals.
- At all times, school staff should respect confidentiality and not disclose the health status of any student or their family members.
- School staff should attempt to minimise the risk of the deterioration of the student's health by monitoring students with health problems. School staff should also minimise risk of contagious diseases spreading to other students.
- Staff should ensure that there is no bullying of students with health issues and ensure that students are not discriminated against because of health issues.
- Staff should try to assist those students who have particular hygiene and nutritional needs.
- The DoE HIV and AIDS policy provides directions for how school staff can deal with HIV and AIDS.
- TB is not infectious after two weeks of effective treatment. Therefore students with TB should be allowed to attend school following treatment and teachers should support students by monitoring symptoms and medication. Schools should refer to TB DOTS material and their local health clinic.
- The school has a role to play in advocating for positive health by educating students about their health and about disease. External resources, such as NGOs and community health workers can assist schools in raising awareness about specific health issues.

► See policy pointer 7



Dealing with student strikes

While students have a right to voice their opinions, they are not permitted to disrupt learning. It is important to recognise genuine concerns that are raised by students and at the same time, act in such a way to minimise the potential for confrontation and any disruption to learning. Student strikes disrupt learning.

1. Acknowledge the student's issues or problem when it is first brought to attention. Pretending the problem does not exist or ignoring it will only intensify the students' protest.



2. Provide opportunities for students to discuss their problems and concerns with school staff in appropriate ways. School staff should take time to listen to students. Student leaders could be invited to meet with senior staff to explain the problem.
3. All staff must stay calm. Over-reacting or becoming angry with students will lead to confrontation.
4. Students should be encouraged to use the proper channels to lodge their complaint. This includes one or two students meeting with the head teacher, using the SRC, calling forums and asking parents or community leaders to advocate for the students.
5. When deciding how to respond to the strike, head teachers should consult with their senior management team rather than making any decisions individually.
6. The strike needs to be dealt with in a transparent, fair and firm manner. Consideration should be given to the factors leading up to the strike, how and if the students first raised their concerns and the actions of both students and teachers in addressing the student's concerns.

► See policy pointer 8

Students should be encouraged to use the proper channels to lodge their complaint.



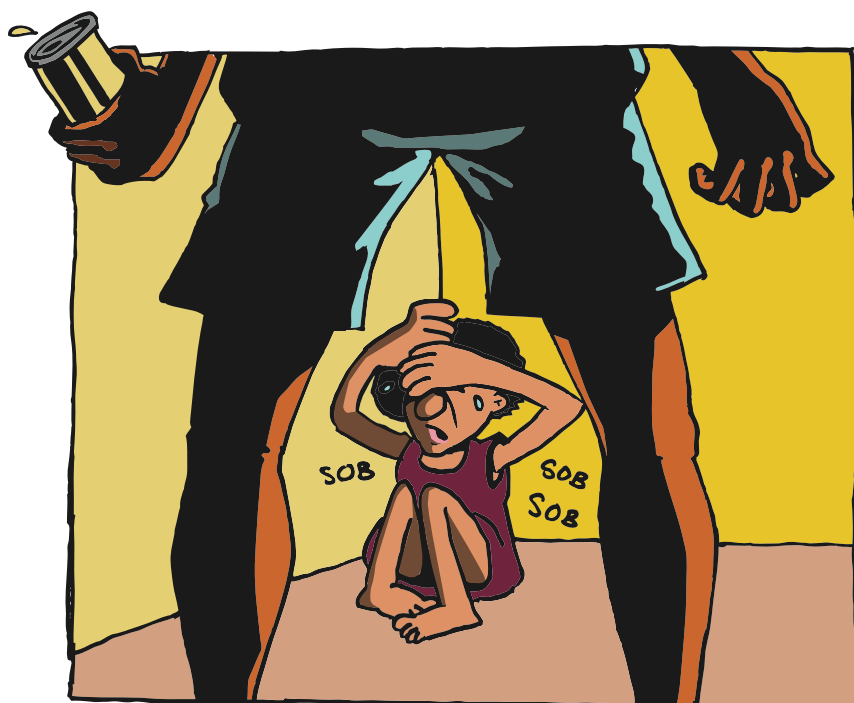
TASK 16

- Has there ever been a student strike at a school you have worked in? If 'yes', describe the reasons for the strike and how it was resolved. If 'no', list down some possible reasons that might 'justify' a student strike.
- Is violence or the destruction of school property ever justifiable? Why?
- Is there such a thing as a 'peaceful' protest? Describe one if you have seen one.
- What strategies do you have in place to allow students to make complaints?

Child protection in schools

Child abuse is a serious and complex problem. It includes physical, emotional, sexual abuse and/or neglect of a child that has resulted in or is likely to result in harm to the child's well being. If you suspect that a child is being abused, it is your legal responsibility to take action. People who abuse children are breaking the law. Children who experience abuse are victims and have not committed a crime.

► See policy pointer 9



Lukautim Pikinini Act, 2009

It is important for teachers and head teachers to understand the legal duty to report child abuse under the *Lukautim Pikinini Act 2009*. It is recommended that all schools have a copy of the *Lukautim Pikinini Act* and staff are encouraged to read and understand this law.

The Director of Child Welfare, provincial child protection officers, guidance officers and lukautim pikinini councils can offer support and advice on dealing with children in need of special protection. Schools should make links with local lukautim pikinini councils who can give specific advice on the procedures and protocols for dealing with suspected child abuse in each province.

According to the *Lukautim Pikinini Act*, children in need of protection include children who are experiencing or being exposed to violence, sexual or physical abuse, exploitation, drug and alcohol abuse, children engaged in sex work, children whose basic needs are neglected by their parents/guardians.

Teachers and head teachers may find that they know both the student and the person or persons who are responsible for the abuse. This means that intervening can be complicated.

Types of abuse

Physical abuse

Physical abuse is assault of a child and includes injuries caused by excessive discipline. This includes beating, burns, whipping, mutilation (chopping body parts), attempted suffocation, giving drugs or alcohol, excessive discipline or punishment.

Sexual abuse

Sexual abuse includes any form of sexual touching, penetration, sexual suggestions to children including showing them pornography, using children in pornography, exhibitionism (showing sexual body parts to children) and child prostitution. Sexual abuse often involves secrecy, bribery, coercion and threats by people who hold power over the child.

Emotional/psychological abuse

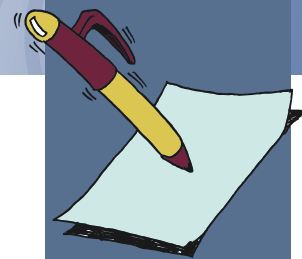
Emotional abuse refers to long term or repeated behaviours to a child which seriously harm the child's psychological, social, emotional, or intellectual development. Emotional abuse includes ongoing and sustained verbal abuse, threats, belittling, teasing, name calling, humiliating, bullying, ignoring, isolating, misleading, exposure to violence and encouragement to engage in inappropriate behaviour.

Neglect

Neglect is the continued failure by a parent or caregiver to provide a child with the basic things needed for his or her proper growth and psychological, intellectual or physical development, such as food, clothing, shelter, medical and dental care and adequate supervision.

How can I tell if a student is being abused?

It is sometimes difficult to determine if the child is a victim of abuse or there are other reasonable explanations for the child's situation. There are often signs and symptoms which indicate that a child may be suffering from physical, sexual or emotional abuse. Some of these indicators are listed in the table on page 42.



TASK 17

- List the main types of child abuse. Under each heading give an example if you have seen this happening in daily life.
- Are you aware of cases of child abuse in your school? What actions were taken?
- Discuss the potential long term dangers of child abuse.

Policy pointers

- 1 Parents
BMP 2.1.2
- Community
BMP 3.1.1/3.1.2
- School based counsellors
BMP 5.1.7
- Head teachers
BMP 1.8/6.1.9/6.6.2
- Standards Officers
BMP 10.3
- Guidance Officers
BMP 11.3.5/11.3.6/11.3.7

It is important to note that one indicator alone may not mean the child is being abused. Signs of abuse must be considered along with a range of other factors, including the child's circumstances.

Symptoms that could indicate abuse is occurring

Physical abuse	Emotional abuse
• The child tells you (verbal disclosure) • Someone else tells you • Bruising on the face, head and neck • Welts and cuts (lacerations) (cuts) on the body • Broken bones • Marks on body that show child hit with object (belt mark, hand print) • Multiple injuries and bruising • Explanation given for injuries doesn't make sense • Burns and scalds • Head injuries	• Feelings of worthlessness • Low self-esteem • Does not value others • Lack of trust • Poor interpersonal skills (doesn't relate well to others) • Extreme attention seeking or risk taking behaviour • Extreme criticism, hostility, and rejection by parents/guardians • Behavioural disorders e.g. aggressive, disruptive, withdrawn • Exposure to family violence
Sexual abuse	Neglect
• Child tells you directly or indirectly (verbal disclosure) • Inappropriate sexual behaviour for age or persistent sexual • Describes sexual acts in detail • Self destructive behaviour, harming self, suicidal behaviour, drug and alcohol abuse • Going to bed fully clothed • Running away from home • Bleeding from anus, vagina or external genitalia • Unexplained money or gifts • Child in contact with known perpetrator • Sexually transmitted infection • Adolescent pregnancy • Injuries to sexual organs, bruising to breasts, buttocks, lower abdomen or thighs	• Poor standards of hygiene and poor health • Scavenging or stealing food • Staying behind at school, hanging around for long times public places, others' homes • Extreme longing for adult affection • Not wanting to interact • Anxiety or fear about being left or abandoned • Self comforting behaviour, e.g. rocking, sucking • Untreated physical problems (ie. sores, head lice, coughs that don't go away) • Child or young person left alone for long periods • One child or young person treated differently in the family from other children, for example, made to do extra chores, blamed for problems.

Assessing Risk

Teachers and head teachers may find that they know both the student and the person or persons who are responsible for the abuse. This means that intervening can be complicated.

When deciding how to respond to a situation, the following factors need to be considered when making a decision on what to do:

- Immediate safety and security of the student
- Risk of future abuse to the student
- Type and severity of the abuse
- Age and gender of the student
- The student's family situation
- Resources available in the school
- Availability of external support
- Relationship between the student and the perpetrator of the abuse

What to do?

In general, teachers and head teachers should try to do the following:

- Make notes about what you observe.
- Only if appropriate (i.e. the student has told you directly about the abuse), talk to the student to let them know that you are concerned.
- If a student tells you they are being abused, let the student know that you are there to support them and will try to help them.
- Listen carefully to what the student has to say and let them tell you what has happened in their own words. Do not interrogate the student. Do not ask lots of direct questions or push the student to provide you with details.
- Use the school based counsellor and ask for advice.
- Let the student know that they have not done anything wrong.
- Discuss your concerns and any information you have with your head teacher.
- Decide on what options and resources the school has to assist the student. Depending on who is abusing the students, this may include counselling, education, advocacy or referring, involving parent, community leaders and pastors and other family members.
- Consider if the student requires medical support by way of emergency contraception and post-exposure prophylaxis for HIV and STI.
- Be mindful of how your actions will impact the student.
- If the student is at risk of further abuse, you will need to act to make sure that the student is able to remain safe.
- Contact the relevant child protection worker and inform them immediately of the situation.
- Complete a school child protection report.

All decisions and actions taken must be in the best interests of the student and this principle must take precedence over other factors.

Sample child protection report

A sample of a child protection report that schools could use may look something like this...

SAMPLE CHILD PROTECTION REPORT

Under the *Lukautim Pikinini Act* and the *Behaviour Management Policy*, school staff have a duty to report and act on suspicions of child abuse. This form can be used to inform the child protection officers of the situation and your recommended actions.

School: _____

District/Region: _____

Head teacher: _____

Name and position of person making report: _____

How old is the student? _____ Are they male or female? _____

What grade are they enrolled in? _____

Details of the concerns

Why are you concerned about the student?

Why do you suspect the student is being abused?

Is the student at immediate risk? In what way?

What actions have you taken so far?

What suggestions do you have to assist the student?

Signed: _____ Date: _____

This report needs to be given to the child protection officer. You may also decide to share or discuss this report with your head teacher.

How to deal with perpetrators in schools

There are many situations in schools where children are abused. Sometimes this can be a teacher or staff member abusing a student, a teacher or staff member abusing their own children, a boyfriend or girlfriend abusing a student or peers and other students abusing a student. A teachers duty to report remains however, there are some additional considerations and actions for schools when the abuse is perpetrated by a staff member or a student.

What happens when a teacher has allegedly abused a student?

Abuse of students by teachers is a serious disciplinary and criminal offense. All allegations of abuse by teachers need to be reported to the authorised person (standard officer, TVET inspector, district education officer or other authorised person depending on province) immediately. The matter should also be reported to the police immediately. As per the *TSC Disciplinary Policy and Procedures*, the following actions will take place:

1. The TSC or authorised person must report the allegation of abuse to the to the police.
2. The authorised person must initiate an investigation as a serious disciplinary offence.
3. The teacher will be suspended without pay if they are charged with a criminal offence of if the authorised person/TSC deems it necessary.
4. The teacher should not be allowed on school premises.
5. Police investigations into the alleged abuse will run parallel to TSC investigations.
6. If the teacher is not charged by TSC or by the police, they will be reinstated and pay backdated if the have been suspended without pay.
7. Where a teacher who is convicted of a criminal offense with a maximum of two year penalty, they will automatically be dismissed by TSC.
8. Even if the teacher is not convicted by the police, based on their own investigations TSC may still charge and dismiss the teacher from the service.

Teachers and schools are still required to report the matter to the relevant child protection officer.



TASK 18

- Do staff in your school know who the local child protection worker is and how to contact them?
- Has there ever been any cases of teacher-student abuse in your school? What happened to the teacher? What happened to the student?
- Who is your nearest authorised person? Have you ever spoken to them about the TSC Disciplinary Code?

Abuse by students

Schools responses to student-on-student abuse will vary depending on the **age** of the students and the **nature** of abuse. In some cases, the abuse will need to be reported to the police and treated as a criminal matter.

1. Schools need to refer to the local juvenile justice working group for advice about whether the matter can be dealt with internally by the school to or needs to be referred to the police.
2. In serious cases (such as physical and/or sexual abuse or where police are involved) of student-on-student abuse the school board and students' parents must be notified immediately and the perpetrator should be suspended immediately with possible expulsion.
3. Schools must notify the standard and guidance officer. They will provide for support and assistances well as give guidance on the most appropriate course of action.
4. Separate the alleged perpetrator (student who has committed abuse) from the victim. Refer both to counselling until the school decides on the most appropriate action to take.
5. If the abuse is dealt with internally, the school will be required to support to both the victim and perpetrator. The perpetrator will require counselling and monitoring to ensure the behaviour is not repeated.
6. Schools must inform both the parents of the victim and the perpetrator of the incident of any decisions or actions taken.
7. In some cases, a transfer to another school may be an appropriate option for the perpetrator.

What happens when a person from outside of the school is the perpetrator of abuse?

1. Report the matter to the police.
2. Do not allow the perpetrator onto school grounds.

In all situations, schools must protect victims, ensure their safety and offer support. This means that schools need to help victims access counselling, ensure their confidentiality is maintained and that the victims are not put at any further risk from the perpetrator whilst at school. Where schools do not have access to a school counsellor, they should refer to the guidance officer in their province or to a local NGO who can assist.

Authorised person for charging teachers

Authorised person for charging/suspending members of teaching service	Teachers against whom charges/suspensions may be made
• TSC Legal Officers.	All teachers in all member institutions.
• First Assistant Secretary – Teacher Learning	All teachers in national high schools, teachers' colleges, technical colleges, business colleges, PNGEI, special education centres and FODE.
• Nominee of the Provincial Education Board	All teachers in all provincial education institutions
• Nominee of Head of Agency	All teachers in churches education institutions within their jurisdictions.
• TSC Regional Advisors	All teachers in all institutions in their respective regions.
• Regional Directors Education Standards • Senior Standards Officers - Secondary	All teachers in all high schools and secondary schools in their respective regions.
• Senior Standards Officers -Primary • Standards Officers – Primary • Senior Standards Officers – Elementary • Standards Officers – Elementary	All teachers in the elementary, community and primary schools in all the provinces and districts.
• TVET Inspectors	All teachers in technical schools and vocational centres within their respective jurisdictions.

Examples of cases of children in need of protection

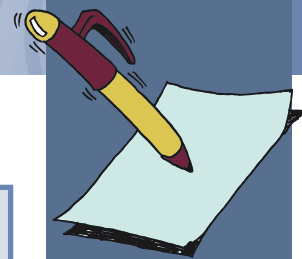
■ **Cathy** was 14 years old and in grade 7. Her father died of cancer in 2005, leaving behind a PMV bus and a block of land. Three months after the death of her father, her mother established a de-facto relationship with a young man named Kato. He moved in with the family as soon as they started their relationship.

Kato became the proud, bossy head of the family and was adored and worshipped by Cathy's mother. On weekends they used the takings from the PMV bus to drink beer and go to parties. Kato began going into Cathy's room when her mother was drunk and forcing her to have sex with him. The first time it happened, Cathy reported the incident to her mother, but her mother accused her of making up stories and belted her badly. Cathy continued to be raped by Kato and ended up pregnant. After 3 months of pregnancy she stopped going to school. She was afraid to tell her mother so began asking around about abortions. Cathy tried to abort her child, and some women found her badly wounded and losing lots of blood. They were able to help her stop the bleeding but she lost her unborn child. When her mother found out, she told Cathy she had shamed the family and told her to leave home. Cathy did not go back to school.

■ **Danny** was a 12 year old boy in grade 6. Both his parents died of AIDS but Danny was HIV negative. He lived with his late mother's brother and his family in the city. Danny often lied about his parents because he was ashamed to tell his friends that they had died of AIDS. Danny's aunt and cousins often would call Danny names and saying that he had HIV just like his useless parents. They refused to let Danny share plates, or cutlery. Danny had to wash all his own clothes and keep all his items separate because the family believed he would make them sick. Danny slept under the house and was rarely allowed inside. If Danny broke any of the house rules, he would be beaten. Often his cousins would demand he work for them and if he refused, they would throw stones at him or tell their mother who would come and beat him. His aunt and cousins felt angry that Danny's uncle paid for his school fees. They believed that this money should be spent on them, not on someone whose parents died of AIDS. They would often argue with Danny's uncle and tell him to send Danny to other relatives, saying he didn't deserve to go to school. One time when Danny's uncle was away for work, the aunt told Danny that he was no longer allowed to stay at the house and if he returned, she would cut him up with the bush knife. She told Danny to pack his things and go. Danny was afraid so he left the house and began wandering the streets. He was too ashamed to go to school because he had few clothes and was not able to wash. He was also scared that his aunt might find out and come to the school to take him away and beat him.

When Danny's uncle returned, the aunt told him that Danny had run away and not to bother chasing after him. Danny's uncle tried to find Danny but he was already hanging out with a group of street boys. He had begun to regularly smoke marijuana which he said helped his mind escape from his feelings. He felt like he did not belong with his uncle's family and did not want to return to the house. Danny did not return to school.

■ **Rhia** was 16 years old and in Grade 9. Rhia's male teacher often told the female students to remain behind in class. Sometimes he would demand that they complete extra class work or clean the class room. During these times, he would send girls to buy betel nut and smokes for him and act in a friendly way. Sometimes he would invite them to his house after school to chew, smoke and drink beer as a reward. On occasions, he would touch and stroke the girls' bodies and this made many of the female students feel uncomfortable and they tried hard to find ways to leave class early. Their teacher told the students not to tell anyone otherwise they would get expelled for smoking and drinking on school grounds.



Task 19

- What are the indicators to show a child might be being abused?
- Do your students have access to counselling? If so by who?

One day Rhia was not able to complete all her classwork. Her teacher told her that she had to go to his house and finish her work. Rhia did not want to go but her teacher threatened that he would not give her a pass on her assignment unless she came to his house and completed her work. On arrival at his house, the teacher told the other people around the house to leave as Rhia needed to work in a quiet place and then closed all the doors. He began chatting to Rhia in a friendly way and asking her questions about whether she had a boyfriend or had kissed a boy. He began stroking her hair and tried to put his hand under her shirt. When Rhia asked to leave, her teacher became angry saying that she should be grateful for his attention. He then held Rhia and raped her. He told Rhia that if she had completed her work and not come to his house to tempt him, this would not have happened.

When Rhia told her mother and father, they became very angry and went straight to the teacher's house. The teacher said that Rhia was lying to cover up her poor class performance and the fact that she was running around with a boy from class. The teacher told Rhia's parents that he was trying to help her complete extra class work but Rhia did not want to stay behind because she wanted to go around with boys instead. The teacher told Rhia's parents that he would marry Rhia and she could come to live in his house. Rhia's parents were confused and did not know who to believe or what to do. They were angry at Rhia for creating this problem. Rhia did not go back to school.

■ **John** was 16 years old when he began Grade 10. John had heard rumours about the older students and how they controlled the school. When John first arrived some of the Grade 11 students asked John and other new students to come to a party in their dormitory on the weekend. John and his new classmates were impressed by the older boys who seemed cool. The older students had girlfriends, smoked and drank. They seemed to have fun and were able to do whatever they wanted.

At the party, the Grade 11 students gave John home brew to drink. Soon John was heavily intoxicated. It was his first time. At first he was having fun but then some of the older students cornered John in a room. One held him, while the others pulled down his trousers. They took turns in raping John. They told him this was not sex for pleasure but to make sure that John understood his place in the school. They told John that they would kill him. John was terrified and ashamed. He did not tell anyone.

Two weeks later, the students told John to go to their dormitory and clean it. John refused. They told John that if he refused, they would be forced to punish him. They told John he had to respect the older students. Two students beat John badly and took his mobile phone from him. They said the mobile phone was taken as payment instead of issuing further punishment.

This continued for the rest of the year. When John refused to do something for the older students they would beat or rape him. John's academic performance dropped and he failed 3 subjects. He was not able to tell anyone about what was happening. John's parents were very angry that John had not passed Grade 10 and refused to pay any more school fees. He did not return to school.

Frequently asked questions

Policy pointers

- 1 Teachers
BMP 2.3.1
- 2 Teachers
BMP 4.1.2/6.6.2/
11.2.3
- 3 Teachers
BMP 7.3.2
- 4 Teachers
BMP 4.2.2/6.1.4/
6.2.2
- 5 Teachers
BMP 7.1.3/13.1.3
- 6 Teachers
BMP 6.4.1

Q: What are the main points in this new policy?

- A:** There are many changes which reflect the changing needs of schools, students and teachers in PNG in the 21st century.
- Schools need to have behaviour management policies.
 - Encouraging the localisation of decision making to head teachers, school boards and district education expulsion appeal committees.
 - Participation of all students, parents and teachers in developing policies and rules.
 - Focus on keeping young people in school and managing behaviour rather than simply expelling them.
 - Whole school approach to behaviour management with consistency and fairness as the most important factors.
 - Focus on rights and responsibilities of all stakeholders including the relevant divisions of DoE.
 - Simplifying and speeding up the appeals process for expulsion.
 - Reiterating the principles of care, safety, health and non-violence.
 - Recognition that school management and the quality of teaching affect student behaviour.
 - Increasing the use of school based counsellors to help student's improve their behaviour.
 - Clear guidance on the role of the police.
 - Emphasising the important role of parents and communities.
 - Banning the use of expulsion for pregnancy or consensual sex.
 - Banning corporal punishment and cruel and unreasonable punishments.
 - Strengthening rules on violence, bullying, sexual assault, sexual harassment, rape and threats.

Questions from teachers

Q: Our students misbehaved on the way home from school. What should we do?

- A:** Schools only have a duty of care for students within the timetabled school day. Parents must be informed of the start and finish of the school day. After that time parents are responsible for the behaviour of their children. However a school may choose to involve themselves in behaviour problems before and after school if students are damaging the reputation of the school and if parents agree. For example, a school counsellor or teacher may work with the student alongside the parents and police.

► See policy pointer 1

Q: One of our students was arrested, charged and convicted of a crime when back in their home village. What should we do?

- A:** The primary concern is the safety of the other learners and then the future education of the student arrested. If there is no potential danger to the other students, teachers or the school itself and the arrested student has completed their sentence in the juvenile justice



system they should be allowed to continue their education. It is important that this student is monitored closely and supported to prevent reoffending. Many people learn from a criminal conviction and do not reoffend.

► See policy pointer 2

Q: Can we expel a pregnant student?

A: **No, schools cannot expel pregnant students.** This is a sensitive and complex issue for many students, teachers and parents. DoE has examined these educational, moral, ethical and practical issues in depth and has decided that no school can expel students for pregnancy. The core values of love, care and support to those in need or distress takes precedence. More information and strategies for dealing with pregnant students are included in the relevant section of this guide.

► See policy pointer 3

Q: Is grass cutting a good punishment?

A: An effective punishment is one which is fair, proportional and, if possible, related to the offence. It must be non-violent and not deliberately harm the student physically, emotionally and mentally. It should not be something the student enjoys or which disrupts their learning. It must be delivered as soon as possible after the offence and it must be fully supervised. For example, dropping litter may be punished by litter picking. Punishments must be discussed by the entire school community including students and stated in the school behaviour management policy. If grass cutting meets these criteria then it is an appropriate sanction.

► See policy pointer 4

Q: Do we need a school counsellor?

A: Yes, depending on the size of the school. All mixed sex secondary schools and boarding institutions must have a trained and nominated male and trained female counsellor. Single sex institutions only need a counsellor of the same sex. The counsellor's training must be approved by DoE Guidance Branch. Students must know who the counsellors are and when they are available. Large primary schools should aim to have a minimum of one trained school based counsellor. Smaller schools can work in clusters to achieve this. It is the head teacher's responsibility to ensure the counsellors have enough non-contact time to counsel students.

► See policy pointer 5

Q: The school based counsellor is always busy. What shall we do?

A: The head teacher has a duty to arrange the timetable so the school based counsellors have a reasonable amount of time to counsel students. At this time most SBC are volunteers and they should have a lower teaching load. This should be agreed with the whole staff and made clear to parents and students. Giving non-contact time to counsellors should never mean classes are unsupervised.

► See policy pointer 6

Policy pointers

- 7 Teachers
BMP 8.3.2/12.3.24
- 8 Teachers
BMP
4.2.2/6.1.4/10.2.3
- 9 Parents
BMP 2.3.5/9.1
- 10 Parents
BMP 6.1.5/7.3.1
- 11 Parents
BMP 13.1.1
- 12 Parents
BMP
4.2.1/4.2.2/7.3.1
- 13 Parents
BMP 10.2.3/13.1.1

Q: We want to teach more religious education to improve behaviour in schools. Can we?

A: Good classroom behaviour comes from effective teachers teaching good, well prepared lessons in a well managed, caring school with clear, fair and enforced behaviour management policies and rules. Schools wishing to increase the number of hours of religious education should consult Curriculum Development and Assessment Division guidelines and ensure the RE curriculum is well planned, relevant, student centred and interesting. At the time of writing this guide there is no national RE curriculum. The compulsory personal development syllabus has a strong emphasis on morals and ethical values.

► See policy pointer 7

Q: Can we hit a naughty student?

A: No. Corporal punishment (caning, hitting, slapping, uncomfortable positions, poking etc) and any form of violence towards students or humiliation are banned in all schools. There are many non-violent effective alternatives to deal with misbehaviour.

► See policy pointer 8

Questions from parents

Q: My child was punished unfairly. What can I do?

A: Please refer to the procedures and rules in your school behaviour management policy. In the first instance, discuss the problem with the class teacher and the child. If you are not satisfied with the explanation you may refer the matter to the head teacher who should meet with you quickly and in private. For minor offences the head teacher is the final arbiter. The school board decides on suspension and expulsion cases. In the case of expulsion, if you are not satisfied with the school board decision you may appeal to the chairperson of the Provincial Education Board or their delegated committee. The committee's appeal decision is final.

► See policy pointer 9

Q: My daughter was expelled for having sex with her boyfriend in the school grounds. Is this allowed?

A: Some young people do experiment with sex. However, it is risky behaviour and serious misconduct and so should be dealt with immediately using a range of strategies such as counselling. This offence may lead to suspension and possibly to expulsion. Repeating the offence is grounds for expulsion.

Normally, for a first offence, students would not be expelled and other strategies and sanctions would be applied. The school board will make a prudent decision on expulsions.



Sex between students of widely different ages (even if consensual) is a serious offence. The older student may have abused their power and this may be referred to the police for rape and will certainly lead to expulsion.

Rape must always be referred immediately to the police and the accused student should be immediately suspended. If charged they must be expelled. The rape victim should be supported and counselled, a medical check and, if possible, have rapid access to emergency contraception and post-exposure prophylaxis (PEP) for HIV and STIs.

► See policy pointer 10

Q: My child had sex with their teacher. What should happen?

A: You and/or the head teacher should immediately call the police and report the incident to the nearest authorised person (who should suspend the teacher). If a teacher has sex with a student it is a serious criminal offence and an abuse of power. If found guilty, the teacher will be removed permanently from the TSC and could go to prison. The student should be supported and counselled.

► See policy pointer 11

Q: Should students be suspended for not wearing school uniform or shoes, to school?

A: No, this is not a criminal or serious offence. The uniform does not affect the student's learning in any way nor does it necessarily make a student well behaved. Many families struggle financially and schools should be sensitive to this issue. Not wearing uniform does not disrupt other student's learning and behaviour. The class teacher needs to find out if there is a problem and work with parents and students to solve it. Students do have a responsibility to come to school clean and neat.

► See policy pointer 12

Q: My son was expelled for carrying out an instruction by a senior teacher. It is unfair and the teacher was not punished. What should I do?

A: These are rare cases. Under this policy you have the right to appeal to the Provincial Education Board or its delegated committee. You do this by lodging an appeal with the chairperson. The committee should meet within 15 days and you will have the opportunity to speak to the committee. They should make a decision that same day and inform you immediately. They are the final level of appeal in the education system. You have the right to take legal action if you still think a decision is unfair.

The teacher should have been charged by an authorised person. You should immediately contact the nearest authorised person (usually a standards officer) or your Provincial Education Board with your concerns.

► See policy pointer 13

Guidance to PEBs on establishing district expulsion appeals committees

Policy pointers

1 PEBs BMP 9.1

► See policy pointer 1

The PEB may choose to delegate its student disciplinary power to a district expulsion appeals committee. Delegation of powers is at the discretion of the PEB and the PEB will still be accountable for decisions made by any local committees.

The establishment of district expulsion appeals committees are recommended to improve the speed and efficiency of the process for dealing with a student who is appealing against an expulsion. It is important that expulsion appeals are dealt with quickly for the sake of students, parents and schools.

If the PEB delegates its power to a district education expulsion appeals committee then this committee is the final arbiter of appeals against expulsion for all schools and educational institutions in the district. It is responsible for dealing with appeals promptly, fairly and transparently through an appointed committee of neutral and experienced members. It has the power to uphold, reject or change an expulsion decision by a school board.

The district education expulsion appeals committee should be made up of five neutral and experienced persons including:

- district education officer (chair);
- a standards officer;
- two local head teachers from other schools;
- one neutral and experienced community representative such as a community leader, LLG representative or a church agency representative (if the student is from an agency school).

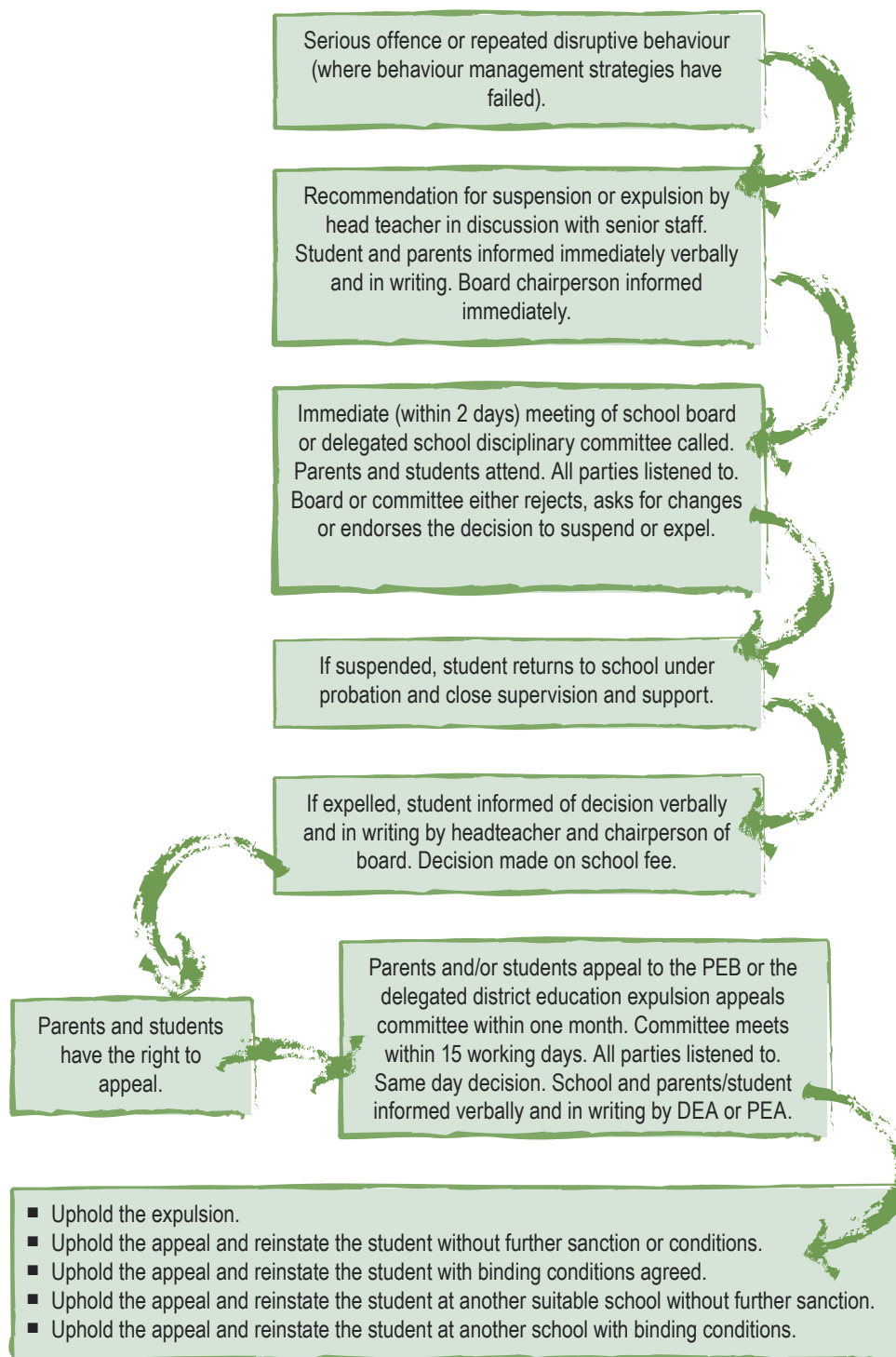
Members of the school's board of management should not be part of the district education expulsions appeals committee.

A fair representation of men and women is highly recommended and if a female student is appealing against expulsion there should be at least one female member on the committee.

The responsibilities of a district expulsions appeals committee are to:

- establish suitable protocols and procedures in line with the *Behaviour Management Policy*;
- adjudicate effectively and fairly on appeals against expulsion by school boards within 15 working days of the appeal being lodged with the district education officer. If the committee fails to meet within the given time the student must be reinstated at the school with conditions set by the school until the appeal can be heard;
- report to the PEB on their decisions and keeping written records of decisions for reporting to national education systems as required;
- ensure all concerned parties have the opportunity to represent themselves during the appeal;
- ensure all parties understand the decision the same working day as the appeal meeting. Parents and the student must be given the decision in writing.

Appealing against an expulsion



Sample policies for primary and secondary schools

Behaviour management policy for ABC primary school

Introduction

ABC Primary School Behaviour Management Policy promotes a safe and healthy learning environment for all our students. We value the right of every child to have education that will help them to be responsible citizens of our country. Our school policy follows the Department of Education guidelines.

Vision statement

We believe in Integral Human Development through making a healthy, happy, safe and fair learning environment for all children and teachers.

We believe in high achievements, personal development and respect for all members of our school community. We want a school where all children learn self control and self discipline. We believe it is better to praise and reward good behaviour. Our students will be well behaved, safe and happy learners.

Aim of the policy

- To develop a safe, healthy, friendly atmosphere in the classroom and the school where the child can learn well and teachers can teach effectively.
- To provide guidelines for everyone in the school on how to improve behaviour and deal with misbehaviour.

Who will implement our policy?

Our policy covers all students, all teachers, parents and guardians, the head teacher and the board of management.

Students rights

- All students have the right to education.
- All students have the right to be treated fairly with courtesy, respect and consideration.
- All students have the right to learn without disruption and play safely.
- All students have the right to work and play in a safe school.
- All students have the right to qualified and dedicated teachers who treat them fairly and teach them well.

Page 1

Student responsibilities

- Learn, work and play cooperatively.
- Treat each other with respect.
- Resolve problems and disagreements calmly, sensibly and fairly.
- Move and play safely inside and outside school ground.
- Comply with school rules.
- Be self disciplined when travelling between school and home, for example, not engaging in anti-social behaviour.

Responsibilities of teachers/school administration & board of management

- Behave professionally in and out of the classroom
- Ensure that behaviour of the school community is always safe
- Listen and respect opinions of others
- Respect school property, take care of own belongs and ask permission to use or borrow the school resources
- Reward good behaviour and achievements by students.
- Deal fairly and consistently with poor behaviour in line with the school rules and the school's behaviour management policy.
- Be committed to ensuring that teaching is of the highest possible standard.
- Create a school environment that that enables every member of the school community to achieve their maximum potential.

Responsibilities of the school board of management

- Endorse good behaviour management policy.
- Ensure sufficient resource materials are available to implement the school's behaviour management policy.
- Ensure that classroom and staff houses are provided.
- Coordinate BOM and P & C meeting.
- Reward good teachers.
- Maintain classrooms and school buildings.

Page 2

Responsibilities of parents

- Provide food, water, shelter, clothing, love and care at home.
- Pay school fees.
- Support school activities.
- Attend P & C meetings.
- Attend consultations with teachers.

Strategies

The behaviour management policy will be implemented by the school administration by:

- clearly communicating the policy to students, teachers, ancillary staff, parents and guardians through awareness;
- developing classroom rules, school wide rewards and consequences consistent with national behaviour management principles and responsibilities;
- maintaining accurate records of significant disciplinary actions, including suspensions and expulsions;
- provision of support and counselling to students as required.

Disciplinary procedures

When required, disciplinary action will be taken and sanctions for disruptive behaviour or serious offences will be given to students. Sanctions will depend on the seriousness of the offense and/or repetition of poor behaviour without improvement.

- Warnings given.
- Facing the school administration.
- Loss of privileges.
- Poor behaviour report.
- Application of sanctions (detention, carrying out tasks in school).
- Signing contracts.
- Interview with parent/guardians.
- Repairing or paying for damages.
- Suspension.
- Expulsion.

SAMPLE BEHAVIOUR
MANAGEMENT
POLICY

The following methods will be used to communicate with parents about disruptive behaviour and application of sanctions:

- homework diaries
- notes from class teacher
- poor behaviour report
- formal letter from head teacher
- telephone call and/or personal communication
- attendance at interview in cases of suspension and expulsion

Counselling will be used in conjunction with sanctions to provide students an opportunity to change their behaviour and to help students address any personal problems that may be contributing to their poor behaviour.

Communication

This behaviour management policy will be communicated to all teachers, parents and school community by:

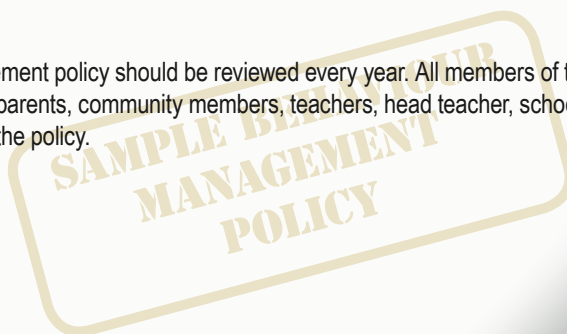
- orientation to staff, student and parents beginning of every school year,
- regular communication with standards officers from DoE, teachers and parents periodically,
- professionals like police, NGOs, health officers etc will be invited on student welfare including anti-social behaviour problems.

Budget

The school board will allocate a budget for the school behaviour management policy, publications, rewards and other unforeseen miscellaneous costs at the commencement of the school year. The budget will be available for any member of the school community to view.

Evaluation

The school's behaviour management policy should be reviewed every year. All members of the school community, including students, parents, community members, teachers, head teacher, school board will be involved in the review of the policy.



Student behaviour management policy

ABC secondary school

Vision:

To produce mentally, physically, socially and spiritually developed young men and women who can make positive contributions to our society.

Aims

ABC Secondary School aims to:

- create an environment where personal responsibility and self-discipline develop;
- provide every student with the opportunity to learn and develop in a positive way;
- adopt an approach to behaviour and discipline that incorporates both proactive and reactive strategies.

Responsibilities

Students

- To follow the school rules.
- To treat others with respect regardless of gender, sexuality, health, disability, religion, race or cultural backgrounds.
- To attend school regularly.
- To be willing to learn and work hard.
- To resolve conflict in a calm and peaceful manner.
- To allow others to learn and not disrupt classes.
- To take responsibility for behaviour and learn from mistakes.
- To say no to risky, unsafe and illegal behaviour.
- To listen to other and give opinions in a constructive manner.
- Speak out against incidents of disruption, bullying, violence and any form of harassment & discrimination.
- To respect and look after school property and the property of others.

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Teachers & head teachers

- To follow the PNGTA Code of Ethics.
- To be a good role model for other staff and students.
- Treat all students equally and fairly regardless of their gender, sexuality, health, disability, religion, race or cultural background.
- To listen to others and give opinions in a constructive manner.
- To recognise and acknowledge positive behaviour in others.
- Plan and use a range of positive and effective behaviour management strategies.
- To seek information and use school's systems/policies/ lines of communication expectations.
- To develop their professional skills and knowledge in teaching and promoting positive behaviours.
- To ask for support when needed.
- Communicate honestly and effectively with parents and guardians about their student's learning and behaviour.

Parents/guardians

- To teach their child to behave in an acceptable way.
- To pay school fees.
- To make sure their child attends school daily.
- Support their child to complete homework and prepare for exams.
- Ensure the safety and good behaviour of their children to and from school.
- To talk to their child about what he/she does in school.
- To talk to teachers if they have any concerns about their child's learning or wellbeing.
- Learn about the school policies and curriculum.
- To listen to others and share concerns constructively.
- Support the school in decisions about student behaviour and use proper procedures for appeal when there is disagreement about the decision.
- Participate in school activities including P & C meetings and SLIP.

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ABC secondary school rules

All Students will agree to abide by the school rules

1. Students must attend all classes and be on time. Students who are late or absent from class must present a note from their parents/guardians or an authorisation slip from the head teacher.
2. Students are not permitted to leave school grounds before the end of the school day without parental consent or authorisation from the head teacher.
3. Students are only permitted to occupy designated break areas during lunch and recess.
4. Students are required to dress in a manner appropriate for a school learning environment.
5. Students will keep classrooms and school grounds clean and tidy.
6. Discrimination, harassment, intimidation and/or assault will not be tolerated. Students involved in fighting, harassing or bullying are subject to disciplinary action including suspension or possible expulsion from school.
7. Smoking tobacco, using alcohol or other drugs is a criminal offense for students under 18 years of age and is not permitted anywhere at any time on school grounds. Students caught smoking, drinking or using drugs are subject to disciplinary action including suspension and possible expulsion.
8. Students who damage, destroy, vandalize, or steal school property or the property of others will be required to pay for losses or damages. Students who wilfully or maliciously destroy school property will be subject to disciplinary action including suspension and possible expulsion.
9. It is forbidden to bring dangerous objects into the building and to act in a manner which might endanger the safety of others or be incompatible with school life.
10. Mobile phones are not permitted to be used during class time.

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ABC secondary school behaviour management procedures

Preventative strategies

ABC school adopts a range of preventative and proactive strategies to improve student behaviour. These include:

- effective school leadership;
- support for the Student Representative Council;
- using cooperative teaching and learning strategies in classrooms;
- use of curriculum to develop emotional and social skills of students;
- annual implementation of peer education programme;
- improving supervision of students during break times;
- improving the physical school environment;
- encouraging students to participate in pro-social extra curricular activities such as sports and fellowships;
- engaging students in the development of school behaviour management and bullying policies;
- having regular education and awareness activities in the school on relevant issues such as bullying, drug and alcohol use, personal safety.

Focus areas

To improve the health and wellbeing of our students, each term will have a themed focus area. Teachers, the head teacher and school based counsellors will design a number of activities in each focus area. Focus areas for 2010 include:

- Term 1: Self – Esteem;
- Term 2: Improved Communication;
- Term 3: Nutrition;
- Term 4: Knowing Jesus Christ;

**SAMPLE BEHAVIOUR
MANAGEMENT
POLICY**

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Reactive strategies

On occasions when students exhibit poor behaviour, Everywhere school may respond with a range of strategies depending on the behaviour. These include; application of sanctions; counselling, engagement of peer mentor, involvement of external parties (church leaders, community representatives, local NGOs, juvenile justice committees).

Sanctions and consequences

There are three levels of sanctions that may be applied to poor behaviour.

Level 1 – first time offenses, minor breach of school rules;

Level 2 – repeated poor behaviour or breach of school rules; behaviour that disrupts learning and the school environment;

Level 3 – serious offences and major disruption to school environment behaviour that harms or threatens to harm people or property, behaviour that may be regarded as criminal in nature.

Behaviour	Examples of appropriate sanction/strategy	Communication strategy for parent/guardians
Level 1		
• Bullying. • Discrimination. • Abuse of mobile phones and other electronic devices. • Smoking cigarettes and chewing/spitting betelnut. • Obscene language. • Graffiti and minor damage to school property. • Truancy and poor punctuality. • Rudeness to others. • Petty theft. • Other disruptive behaviours and breaking school rules. • Stigmatising students and staff affected by HIV and AIDS.	• Education about alternate behaviours. • Counselling support for students (victims and perpetrators). • Apologies and sorry letters. • Repairing damage, cleaning mess. • Note home. • Loss of privileges. • Reduced participation social and recreation activities or enjoyable extra-curricular activities. • Confiscation of item. • Short detention. • Removal from class for short period.	• Notes from teacher in homework diary. • Letter from teacher with request for parent signature after sighting. • Personal communication with parent.

Behaviour	Examples of appropriate sanction/strategy	Communication strategy for parent/guardians
Level 2		
• Drinking alcohol and homebrew and being drunk or intoxicated. • Making homebrew. • Smoking marijuana. • Serious incidents of graffiti. • Cult or generation name activity. • Sexual activity on school grounds. • Possession of pornography. • Serious bullying. • Petty theft. • Fighting and group fighting which does not cause serious injury.	• Education about alternate behaviours. • Counselling support for students (victims and perpetrators). • Involvement child protection, juvenile justice or other NGO and community groups. • Formal letter to parents from head teacher. • Prolonged loss of privileges. • Poor behaviour report. • Ban from selected school and extracurricular activities for specified time. • Repairing damage, replacing goods. • Long detention. • Community Service. • Possible suspension.	• Formal letter to parents detailing behaviour and sanctions from head teacher. • Follow up letter or personal communication with parent regarding student's behaviour and progress. • Possible request for parent interview.
Level 3		
• Serious assault or violence that could lead to death or serious injury. • Rape, sexual assault and sexual harassment. • Arson or serious vandalism • Stealing items or property of significant value. • Serious threats of violence against staff or students. • Possession of a firearm. • Possession or selling of substantial amount of marijuana, home brew and other illicit substances. • Making and selling pornography. • Bribery.	• Education about alternate behaviours. • Counselling support for students (victims and perpetrators). • Involvement child protection, or other NGO and community groups. • Report to provincial juvenile justice officer. • Interview with parents. • Report to disciplinary committee. • Suspension. • Possible expulsion.	• Formal letter to parents from head teacher. • Interview with parents. • Possible mediation with juvenile justice or guidance officer.

Disciplinary records

Proper record keeping is very vital in the management of student behaviour in this school. Teachers will keep an accurate record of student behaviour, decisions and actions they take. The deputy head teacher must keep a proper record of all students' disciplinary cases. Records must be kept confidential and made available only to relevant parties.

Counselling

Counselling will be offered to students who require assistance deal with personal problems. Counselling will play a major role in the behaviour management of this school. The school counsellor providing the counselling service for all the students that come to them for help or that will need counselling. Counselling sessions and records are confidential.

Referrals for counselling:

Teachers will seek help from school based counsellor and other staff to deal with student's behaviour. Teachers will refer the students to the school counsellor who they identify may be experiencing personal problems that are affecting their behaviour in class.

Consultation on behaviour management policy

This policy was made in consultation with the students, staff and parents of ABC school. This policy is based on the *Behaviour Management Policy*.

Review

The policy will be reviewed annually at the start of each year.

**SAMPLE BEHAVIOUR
MANAGEMENT
POLICY**

Glossary and acronyms

Adolescents

Are young people during their teenage years or when they are going through puberty.

Attitudes

What you think about something.

Best practice

Strategies and behaviours which are the most effective and most sustainable. Examples of good management and good teaching.

Behaviour management

Managing, improving and promoting student behaviour in classrooms and schools.

Bullying

When a victim is made to feel emotional, mental or physical pain by someone else.

Child abuse

When a child is harmed emotionally, physically or mentally by another person, usually an adult. Abuse can take different forms including neglect and sexual abuse.

Conflict resolution

A constructive process for handling emotion-laden disagreements.

Counselling

Helping someone to help themselves.

Corporal Punishment

Physical punishment such as hitting, smacking, kicking, whipping.

Critical incident

An event which could harm people or property. Can include natural disasters. For example, a student fight or fire.

Discipline

Confronting poor behaviour and imposing strategies and sanctions so that this behaviour stops or improves.

Drug

A chemical that alters normal body functions such as marijuana or alcohol or nicotine.

Empathy

Understanding the feelings of others and being able to imagine what they feel like.

First Aid

Initial emergency assistance offered to someone who is injured or sick.

Gender equity

Equal opportunities and treatment of boys and girls.

Guidance

An educational process which helps an individual to discover his/her needs, potentials and goals in life.

Interrogate

To formally ask questions to find out information. Often the person questioned may consider the information personal or secret.

Interview

A dynamic face to face conversation between two people.

Natural disaster

A major emergency event which is caused by a natural process and harms many people. For example, tsunami or earthquake.

NGO

Non-government organisation, such as Save the Children, and Igat Hope.

Peer educator

Someone who is trained to share their knowledge and skills with their peer group. Usually in one-to-one or small group interactions.

Peer pressure

When a person's friends and peers persuade them to do something or a person does what their friends do to be part of a group. Can be negative or positive.

Perpetrator

The word used to describe a person who commits an act, such as a criminal act or act of abuse.

Positive reinforcement

Rewarding, acknowledging and praising good behaviour to encourage more good behaviour.

Post exposure prophylaxis

Medication taken immediately after exposure to possible infections to reduce the chance of disease developing, such as rabies and HIV.

Rape

When a person forces another person to have sexual intercourse (vaginal, anal or oral sex) against their will. Rape is a criminal offence. Schools must help rape victims to get medical attention including post exposure prophylaxis for HIV.

Rapport

Creating a positive friendly relationship between the counsellor and the client where the counsellor shows empathy for the student.

Referral

Directing a student to another service provider , such as welfare, for help, assistance or information.

Restraint

Stopping or limiting the actions of a student using physical force.

Reward

Something given in return to a student for good behaviour.

Safety

When a person is not at risk of mental, emotional or physical harm from their environment or from people.

Sanction

A penalty given for discipline purposes.

School based counsellor

A trained teacher or staff member who counsels students and staff. There should be one male and one female at all large primary schools and all secondary schools.

Self esteem

How positively someone feel about himself/herself

Sexual assault

When a person physically attacks another person in a sexual way. Sexual assault is a criminal offence.

Sexual harassment

When a person bullies another person using sexually explicit words, jokes or sexual touching.

SLIP

School Learning Improvement Plans. These are school plans for managing school improvements in teaching, in-service, infrastructure etc. Improving behaviour management and student welfare are compulsory parts of a SLIP process and plan.

Stakeholder

Someone who must be involved and consulted in a process for the plan to work well.

Strategy

A plan, method or series of actions to obtain a goal or result.

Trauma.

A long lasting physical, emotional and psychological effects acquired by person as a result of a critical incident.

Contacts and approved resources

Guidance Branch, Standard & Guidance Division

National Headquarters

PNGEI, CDAD
Department of Education,
PO Box 446, Waigani

Phone: 325 7555 or 325 7756
Ext 492, 488, 494.

Provincial guidance officers

Guidance Officers – N.C.D,

PNGEI Campus
PO Box 446
Waigani

Phone: 325 7555 or 325 7756
Ext 492, 488, 494

Guidance Officer – Gulf

PNGEI Campus
PO Box 446
Waigani

Guidance Officer – Oro

Phone: 325 7555 or 325 7756
Ext 492, 488, 494

Guidance Officer – Western

PNGEI Campus
PO Box 446
Waigani

Phone: 325 7555 or 325 7756
Ext 492, 488, 494

Guidance Officer – Milne Bay

Guidance Office,
PNGEI Campus
PO Box 446
Waigani

Phone: 325 7555 or 325 7756
Ext 492, 488, 494

Guidance Officer – Bougainville

Education Office Buka
Department of Education
PO Box 59
Buka
ARB

Phone: 973 9154

Guidance Officer – ENBP

Education Office Vunadirdir
Division of Education
PO Box 922
Kokopo
ENB Province

Phone: 982 1499

Guidance Officer – WNB

Education Office
Division of Education
Kimbe
PO Box 426/792
Kimbe
WNB

Phone: 973 3515 or 983 5379

Guidance Officer – Madang

Education Office Madang
PO Box 2070
Yomba
Madang Province

Phone:

Guidance Officer - Morobe

Education Office Kundiawa
PO Box 192
Kundiawa
Simbu Province

Phone: 735 1304

Guidance Officer – ESP

Education Office Vanimo
Division of Education
PO Box 173
Vanimo
Sandaun Province

Phone: 857 1564

Guidance Officer/Sandaun

Education Office Vanimo
Division of Education
PO Box 173
Vanimo

Phone: 857 1564

Guidance Officer – SHP

Education Office Mendi
Division of Education
PO Box 68
Mendi
Southern Highlands Province

Phone: 549 1001

Guidance Officer – WHP

Hagen Park Day
Secondary School
Mt Hagen
Division of Education
PO Box 35
Mt Hagen
Western Highlands Province

Phone: 542 2543

Guidance Officer – Enga

Education Office Wabag
Division of Education
PO Box 101
Wabag
Enga Province

Phone: 547 1023

Guidance Officer – Simbu

Education Office Kundiawa
Division of Education
PO Box 192
Kundiawa
Simbu Province

Phone: 735 1304

Guidance Officer – EHP

Education Office Goroka
Division of Education
PO Box 240
Goroka
Eastern Highlands Province

Phone: 732 3928 or 732 2382

Gender Equity Desk

Department of Education
HROD, Level 3, Fincorp Haus
Waigani, NCD

Phone: 323 6953

HIV/AIDS Desk

Department of Education
HROD, Level 3, Fincorp Haus
Waigani, NCD

Phone: 323 6953

UNICEF

Level 14, Deloitte Tower,
Port Moresby

Phone: 321 3000

Save the Children PNG

PO Box 667
Goroka

Phone: 732 2473

Madang

Phone: 852 1211

Population Education Project (UNFPA)

Department of Education
CDAD, PNGEI
Waigani, NCD

Phone: 324 6487

PNG Family Health Association

Central Arcade, 7th Street
PO Box 839
Lae

Headquarters phone: 472 6523

Youth Centre phone: 472 2035

Goroka phone: 732 1369

Kokopo phone: 9828727

Hope Worldwide

PO Box 3478
Boroko

Phone: 325 6901

BAHA HIV&AIDS Advice line (Mon-Fri 8-5)

Phone: 7200 2242

National Juvenile Justice Office

Phone: 325 4255

Anglicare StopAIDS PNG, Port Moresby

Koura Way
PO Box 6491
Boroko

Phone: 325 1855

Anglicare Momase

Phone: 472 7893

VSO Tokaut AIDS

PO Box 1061
Bougainville Drive
Madang

Phone: 852 1924 or 852 3385

Childfund

PO Box 671
Gordons
Jacksons Parade

Phone: 323 2544

Lifeline PNG (telephone counselling)

PO Box 6047
Boroko
Mokoraha Rd
Waigani

Phone: 326 1680

National Officer of Child Protection

Department of Community
Development
Sambra Investment Haus
Kumul Ave
Waigani
PO Box 7354
Boroko

Phone: 325 9893 or 325 4884 or
325 4190

If you would like additional copies of this book or the Behaviour Management Policy, please contact:

Director
Guidance Branch
PO Box 446, Waigani
NCD

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

Documents and resources for further reading

Policies and acts

DOE (2009)	<i>Behaviour Management Policy for the National Education System of Papua New Guinea</i>
DOE (2005)	<i>HIV/AIDS Policy for the National Education System of Papua New Guinea</i>
DOE (1993: revised 2004)	<i>Special Education Policy</i>
DOE (2002)	<i>Gender Equity in Education Policy</i>
Juvenile Justice Act (2005)	
Lukautim Pikinini Act (2009)	

DOE teacher training materials

DOE (2009)	<i>Teacher's In-Service on Behaviour Management</i>
DOE (2007)	<i>HIV/AIDS & Reproductive Health Lecturer's Guide and Student Teacher Course Book</i>
DOE (2007)	<i>Peer Education Training Manual, for the training of Peer Educators and Peer Education Advisors in Secondary Schools,</i>
DOE (2009)	<i>Guidance, Counselling and Behaviour Management Lecturer's Guide and Student Teacher Course Book</i>
DOE (2007)	<i>Guidelines for school Learning Improvement Plans, SLIP</i>
DOE (2008)	<i>Child Friendly Schools, Lecturer's Guide & Student Resource Book (draft)</i>
DOE (2003)	<i>Upper Primary Personal Development Syllabus & Teacher Guide</i>
DOE & DoH (2009)	<i>Health Promoting Schools Lecturer's Guide & Student Teacher Course Book</i>
PASTEP (2002)	<i>Morality and Ethics, Lecture and Student Support material</i>
PASTEP (2002)	<i>Special Education Participant's Workbook</i>
PASTEP (2002)	<i>Classroom Management and Administration, Lecturer Support material</i>
PASTEP (2002)	<i>Health & Gender Equity & Community Development Lecturer & Student Support Materials</i>
PASTEP (2002)	<i>Human Development Lecturer & Student Support Materials</i>
PASTEP (2002)	<i>Contemporary Issues, Lecturer and Student Guides</i>

Approved counselling, guidance and behaviour management resources for use in schools

DOE (2001)	<i>Volunteer School Counsellor Training Programme Modules 1-6</i>
DOE (1991)	<i>Counselling and the Teacher Handbook</i>
PNGTA PNG	<i>Teacher's Association Code of Ethics</i>
UNICEF	<i>Child Friendly Schools Training Manual</i>
Department of Education & National Narcotics Bureau (1994)	<i>Say 'Yes!' to a Healthy and Safe Lifestyle Series</i>