



5.07 Behaviour Management Policy

1. Our school provides a safe physical and emotional environment for students and staff. We promote a culture of [care and protection](#) of students, and we prioritise this when managing behaviour and dealing with behaviour incidents.
2. At Liston College we promote positive student behaviour and [de-escalation](#) of challenging behaviour. We accept that challenging behaviour is a result of student distress and respond accordingly. For more information, see [Reducing Student Distress](#).
3. We also expect our students, staff, and the wider school community to maintain high standards of [conduct](#), and for visitors, parents, and whānau to model positive behaviour for students. [Bullying](#) and [harassment](#) within the school community is taken seriously, and is dealt with through our behaviour management strategies. We advise our community of procedures to follow if they have any [concerns or complaints](#).

4. Behaviour Management Guidelines:

At Liston College all staff are made aware of the following behaviour management guidelines.

- a. We make a clear statement of acceptable and unacceptable behaviour known to all staff, parents/caregivers, and students.
- b. We communicate to all members of the school the responsibility to recognise bullying, harassment, and inappropriate behaviour, and how to take appropriate action when necessary.
- c. Staff (including relievers, coaches, tutors, etc.) maintain positive learning environments and relationships within the school community.
- d. We consistently apply our behaviour management strategies in all cases of unacceptable behaviour and try to maintain the dignity of the student at all times.
- e. Staff manage challenging behaviour appropriately and use de-escalation techniques if student behaviour poses a danger to themselves or others. Physical restraint may only be used by teachers or authorised staff members to prevent imminent harm, and only according to our [physical restraint guidelines](#).
- f. We action procedures outlined by the Ministry of Education for [stand-down, suspension, or exclusion](#) in cases of extreme misconduct, continual disobedience, and/or behaviour risking serious harm.
- g. We work with parents/caregivers, staff, and outside agencies, if necessary, to plan individual programmes and strategies for students with behavioural needs. These students may be managed outside our behaviour plan.
- h. [Seclusion](#) and corporal punishment is prohibited.



5. Parent/Caregiver Concerns

If a parent/caregiver has concerns about incidents between students, staff, or other parents/caregivers, they should contact our school directly to voice their concerns through the appropriate channels. We do not encourage parents/caregivers to approach students, their whānau, or other members of the school community to privately discuss behaviour issues. This also applies to incidents that occur out of school time or off school grounds but when students are still connected with the school e.g. at camp or on school trips, and while wearing school uniform, or travelling to and from school.

6. Concerns involving relatives of staff or board members

If a behaviour issue or a concern arises at school that involves the child or relative of a currently employed staff or board member and another student or group of students, the staff or board member is not involved in its resolution. A delegated staff member with no relationship to the student or relative manages the incident.

Related topics

- [Community Conduct Expectations](#)
- [Parent Involvement](#)
- [Bullying](#)
- [Minimising Physical Restraint](#)
- [Raising Concerns](#)
- [Learning Support](#)

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: [Student behaviour - help and guidance](#)
- NZSTA: [Student behaviour management](#)
- TKI | Te Kete Ipurangi: [Use de-escalating behaviour strategies](#)

Adopted by Board of Trustees

Review Date: 24-JUL-2024 Chairperson: 

Next Review: 2027 – every three years



5.05 Behaviour Management Procedures

1. Bullying

Liston College aims to create a safe physical and emotional environment and takes all reasonable steps to eliminate bullying within our school community.

Our approach to bullying is in keeping with the primary board objectives outlined in the Education and Training Act 2020 (s.127).

Bullying is deliberate and harmful behaviour that is repeated or continues over a period of time. It may include:

- verbal bullying (e.g. name-calling, teasing, mocking, threatening)
- physical bullying (e.g. hitting, kicking, stalking, taking belongings)
- social bullying (e.g. social exclusion, spreading rumours, damaging relationships)
- discrimination based on ethnicity or race, gender, sex and variations of sex characteristics, sexuality, religion and beliefs, health status, disability, age, etc.

Bullying can occur at school, outside school, and/or [online](#).

Bullying prevention

To help prevent bullying at Liston College, we work to:

- create a [safe](#) and [inclusive](#) school environment
- recognise diversity and avoid cultural bias
- eliminate racism, discrimination, and stigma
- promote safe and responsible [digital technology](#) use.

Bullying response

Although bullying can be subtle and hard to recognise, all members of the school community have a responsibility to take action against bullying.

- Liston College staff are trained to recognise bullying within and outside the classroom and intervene appropriately.
- Students are informed of what to do if they are being bullied or witness bullying.
- Parents/Caregivers, whānau, and any others who are concerned about bullying should discuss their concerns with a teacher or the principal. Concerned parents/caregivers and whānau should not approach other students or parents. Also see [Raising Concerns](#).

Liston College deals with incidents of student bullying through our school [behaviour management strategies](#) and/or [Responding to Digital Incidents](#) policy.

If a member of staff or a parent/caregiver experiences or is involved in school-related bullying, we follow the school [harassment](#) or [raising concerns](#) procedures, as appropriate.



In some extreme cases of bullying, the police may need to be involved.

Related topics

- [Behaviour Management](#)
- [Harassment](#)
- [Raising Concerns](#)
- [Responding to Digital Incidents](#)
- [Digital Technology and Online Safety](#)
- [Inclusive Education](#)
- [Student Wellbeing and Safety](#)
- [Responding to Student Wellbeing Concerns Legislation](#)
- Education and Training Act 2020
- Harmful Digital Communications Act 2015
- Privacy Act 2020
- Human Rights Act 1993

Resources

- New Zealand Police | Ngā Pirihimana o Aotearoa: [Kia Kaha](#)
- KiVa: [Bullying Prevention in Aotearoa](#)
- TKI | Te Kete Ipurangi: [Prevent Bullying](#) and [Promoting positive behaviour](#)
- Bullying-Free NZ: [Schools](#) (also see [Bullying assessment matrix](#))
- Human Rights Commission | Te Kāhui Tika Tangata: [Bullying prevention and response: A guide for schools](#)
- Netsafe: [Online Bullying Help for Young People](#) and [Incident Support](#)
- NZHEA | Ako Hauora Aotearoa: [Mental health education and hauora](#)



2. Stand-down, Suspension, Exclusion, and Expulsion

Liston College may need to [stand-down, suspend, exclude, or expel](#) a student. This is part of the board responsibility to maintain a safe and effective learning environment.

We approach any stand-down, suspension, exclusion, or expulsion in a fair and flexible manner. We consider all the circumstances and options available to us before making a decision. Our board and principal consider learning support or other behavioural needs as part of their decision-making. Every situation is different and requires a different approach. Our Principal and board seek advice when needed.

In the proceedings, we ensure everyone:

- understands the processes, practices, and procedures
- respects each other, including New Zealand's cultural diversity and recognises the unique position of Māori
- understands that our principal and board use our charter/strategic plan as guidance.

We follow the Ministry of Education's [Stand-downs, suspensions, exclusions and expulsions guidelines](#) in any case of stand-down, suspension, or exclusion.

This includes sharing Ministry's [pamphlets with advice for parents](#)

We do not use informal imposed absences for disciplinary reasons. The only way the school removes a student from the school is through stand-downs, suspensions, exclusions, or expulsions.

Key roles in a stand-down, suspension, exclusion, or expulsion

1. The Principal is responsible for standing down or suspending a student.
2. They must have reasonable grounds that gross misconduct or continued disobedience is:
 - harmful to the student or others
 - a dangerous example to other students
 - likely to be seriously harmful to themselves or other students.
3. The Principal has a duty to students who have been stood down or suspended.
4. The Principal must take reasonable actions to make sure the student has guidance and counselling, provide an educational programme to help the student returning to school, and minimise educational disadvantages from the absence.



5. As soon as practicable, the board provides the student and their parents/caregivers with the following in writing:
 - notice of when and where the suspension meeting will be held
 - information on the potential results of the suspension
 - procedures that will be used during the suspension meeting
 - information from the report of the principal or any other material that the school has no grounds to withhold under the [Privacy Act](#), such as personal information.
6. The student and parents/caregivers must receive the material at least two days before the meeting.
7. The student may:
 - speak at or phone/video call during a board meeting to have their views considered before the board makes a decision about the suspension
 - continue to attend school during the stand-down or suspension period:
 - if the principal believes attendance is the best way to provide guidance and counselling
 - to continue their education, which may include fulfilling a course requirement or sitting an exam
 - if the parents/caregivers request their child still attend and the principal believes it is a reasonable request.
8. Parents/Caregivers may also attend the board meeting. They may also be directed by the Ministry to enrol their child at a distance school if their child cannot return to the school or attend a new school.

Stand-down

1. The principal tells the Ministry and parents/caregivers of the student the reason for the stand-down and the stand-down period.
2. A stand-down can be for more than one specified period. The period(s) cannot exceed five days in a term or 10 days within a school year.
3. The Principal can lift the stand-down early or shorten it for any reason. If the principal decides that there were not reasonable grounds, they must withdraw the stand-down on ENROL.
4. The Principal must inform anyone who was informed about the stand-down that they've withdrawn or shortened it.
5. After a student is stood down, the Principal, student, and/or their parents/caregivers may request a stand-down meeting. If the parent/caregiver requests the meeting, the principal arranges the meeting as soon as practical. The purpose of this meeting is to discuss the stand-down and share information about it. We may also use the meeting to decide next steps for the student.



Suspension

1. After suspending a student, the Principal informs the board, Ministry, and parents/caregivers of the reason for the suspension.
2. The Principal also provides the board with a written report that includes all relevant information.
3. The board convenes a meeting to consider circumstances relevant to the suspension. A quorum of the board is required for a suspension meeting, or the board may delegate the power to make suspension decisions to a committee of at least two board members. The board must carefully consider every available statutory option available to them.
4. The statutory options available to the board are:
 - lifting the suspension early and choosing to include any reasonable conditions
 - extending the suspension for a reasonable period that must include conditions to help with the student return to school
 - The board monitors the progress of the student towards returning to school. The principal shares this report with the student and their parents/caregivers.
 - If the student does not comply with the conditions, the board may reverse or modify the previous decision at the request of the principal after holding a reconsideration meeting. The same rules apply to a reconsideration meeting as the first suspension meeting.
 - excluding the student and requiring them to enrol at another school.
5. The board:
 - may require the principal, the student and their parents/caregivers, and any other representatives to withdraw while the board decides on the outcome
 - may try to reach an agreement with everyone involved in the decision
 - must record its decision and reason in writing.
6. If the suspension is lifted, the student must return to school on the next school day. If the meeting is not held or a decision is not reached, suspensions automatically end after seven school days or 10 calendar days if the student is suspended within seven days before the end of the term.

Exclusion and Expulsion

1. If a student is excluded, the Principal tries to find a suitable and convenient school/kura for the student to attend.
2. If a school/kura cannot be found after 10 school days, the Principal informs the Ministry about the steps they've taken to find one.



3. The Ministry may:
 - arrange for or direct another school/kura to enrol the student
 - direct the parents/caregivers to enrol the student at a distance school
 - direct our school to allow the student to return if there is no suitable alternative school/kura.
4. The Ministry must take steps to consult with the student, parents/caregivers, the board, and other relevant people/organisations before the student returns to the school.
5. Until the excluded student enrolls at another school/kura, they remain on our register.
6. The board does not have to seek another school for an expelled student. Expelled students may attempt to enrol at another school.
7. We may refuse to enrol a student who has been excluded or expelled from another school unless the Ministry directs otherwise.
8. Our school complies with any direction from the Ministry to enrol an excluded or expelled student from another school.
9. The Principal assures the board that the school complies with the correct procedure and reporting requirements relating to stand-down, suspension, exclusion, and expulsion. See [Self-Review and Board Assurances](#).

Related topics

- [Māori Educational Achievement](#)
- [Learning Support](#)
- [Behaviour Management](#)
- [School Records Retention and Disposal](#)

Legislation

- Education and Training Act 2020
- Privacy Act 2020
- Protected Disclosure Act 2022
- Official Information Act 1982

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: [Stand-downs, suspensions, exclusions and expulsions guidelines](#)
- Ministry of Education | Te Tāhuhu o te Mātauranga: [Stand-downs, suspensions, exclusions, expulsions](#) (information for parents)
- NZSTA | Te Whakarōputanga Kaitiaki Kura o Aotearoa: [Student behaviour management](#)