

POLICY	PROCEDURE
Policy Name	Student Behaviour Management (Discipline) Policy
NESA Manual Section	Discipline (B9.1)
Related Procedures & Registers	Student Behaviour Management (Discipline) Procedure (B9.1) Behaviour Management Procedure Diagram (B9.1) Suspension and Expulsion Register (B9.1) Compliant Handling Procedure (B8.2) Complaint Handling Procedural Fairness Guidelines (B8.2) Child Protection Procedure (B8.1) Document and Record Retention Procedure (B2.3) Attendance Procedure (B7.1) Work, Health and Safety Procedure (B2.3) Anti Bullying Procedure (B8.2)
Related Policies	Complaint Handling Policy (B8.2) Child Protection Policy (B8.1) Document and Record Retention Policy (B2.3) Attendance Policy (B7.1) Privacy Policy (B2.3) Work, Health and Safety Policy (B2.3) Anti Bullying Procedure (B8.2)
Related Legislation	Education Act 1990 Children's Guardian Act 2019 Child and Young Persons (Care and Protection) Act 1988 Anti-Discrimination Act 1977 (NSW)
Date of Issue / Last Revision	12 August 2016 10 March 2017 – Re-formatted 24 September 2018 16 March 2022 6 March 2024 1 May 2026
Date Set for Review	<i>May 2029</i>

Student Behaviour Management (Discipline) Policy

Policy Statement

Central Coast Montessori Primary School Ltd (CCMPS) is committed to providing a safe, respectful, orderly and inclusive learning environment in which students are supported to develop independence, responsibility, self-regulation and respect for others.

Student behaviour management at CCMPS reflects Montessori principles, recognising that children learn best in calm, purposeful environments where expectations are clear, relationships are respectful and behaviour is guided through teaching, reflection and restorative practice.

Where behaviour concerns arise, the School will respond fairly, proportionately and consistently, while maintaining the safety and wellbeing of students and staff.

Purpose

This Policy establishes the School's framework for promoting positive behaviour and managing behavioural concerns, misconduct and disciplinary matters.

This Policy also fulfils the School's obligations regarding student discipline under NESA Requirement B9.

It sets out the principles of procedural fairness that apply where significant disciplinary action is being considered, particularly in relation to suspension, expulsion or other serious consequences.

Scope

This Policy applies to all students enrolled at CCMPS and applies during school hours, on school grounds, during excursions, camps, online learning activities, travel arranged by the School, and any situation where student behaviour may affect the safety, wellbeing or reputation of the School community.

Principles of Assessment

Student behaviour management at CCMPS is guided by the following principles:

- Respect – students are expected to respect themselves, others and the environment.
- Responsibility – students are supported to make appropriate choices and accept consequences.
- Safety – the wellbeing of students and staff is paramount.
- Restoration – behaviour concerns should be addressed through reflection, learning and relationship repair where appropriate.
- Consistency – expectations and responses are applied fairly and reasonably.
- Procedural fairness – significant disciplinary decisions are made impartially and with an opportunity to respond.
- Developmental support – responses consider age, stage, additional needs and circumstances.

Behaviour Expectations

Students are expected to:

- behave respectfully towards staff, peers and visitors
- follow reasonable directions from staff
- engage positively in learning
- care for School property, materials and the environment
- act safely
- use technology appropriately
- resolve conflict respectfully
- contribute positively to the School community.

Positive Behaviour Support

CCMPS promotes positive behaviour through:

- clear expectations and routines
- modelling respectful relationships
- explicit teaching of social and emotional skills

- restorative conversations
- encouragement and recognition
- collaboration with families
- behaviour support planning where required.

Behaviour Concerns and Misconduct

Behaviour requiring intervention may include, but is not limited to:

- persistent disruption to learning
- refusal to follow reasonable directions
- bullying, harassment or intimidation
- aggression or unsafe behaviour
- damage to property
- misuse of technology
- dishonesty or theft
- behaviour placing self or others at risk
- serious or repeated breaches of School expectations.

Behaviour Management Responses

Where behaviour concerns arise, responses may include:

- redirection and guidance
- restorative discussion
- reflection tasks
- loss of privileges
- supervised withdrawal from activities
- parent/carer meeting
- behaviour support plan
- formal warning
- suspension
- expulsion in serious circumstances.

Responses will be proportionate to the behaviour, circumstances and student needs.

Procedural Fairness

Where significant disciplinary action is being considered, the School will apply procedural fairness, including where appropriate:

- informing the student and parent/carer of the concern
- providing an opportunity to respond
- considering relevant information
- ensuring impartial decision-making
- communicating outcomes and reasons
- advising of any review pathway.

Suspension and Expulsion

Suspension or expulsion may be considered where behaviour is serious, repeated, unsafe or where other interventions have been unsuccessful.

These measures will only be used after consideration of the circumstances, safety risks, student needs and procedural fairness obligations.

Students with Additional Needs

Behaviour responses may be adjusted where a student has disability, trauma history, wellbeing needs or other relevant circumstances. The School will consider reasonable supports and adjustments where appropriate.

Records and Evidence

The School may maintain records relating to:

- behaviour incidents
- communications with families
- behaviour support plans
- disciplinary decisions
- suspension records
- review meetings
- correspondence and outcomes.

Records are maintained in accordance with the Document and Record Retention Policy.

Roles and Responsibilities

Principal

- Ensure implementation of this Policy
- Make decisions regarding serious disciplinary action
- Ensure procedural fairness is applied
- Maintain oversight of behaviour management systems

Staff

- Promote positive behaviour
- Apply expectations consistently
- Document significant concerns
- Communicate with families where appropriate
- Refer serious matters to leadership

Students

- Follow behaviour expectations
- Engage respectfully with others
- Participate in restorative or support processes

Parents/Carers

- Support student behaviour expectations
- Engage constructively with the School

- Participate in behaviour support processes where required

Monitoring, Evaluating and Review

Annual adjustments may be made to this policy in response to identified areas for improvement to ensure it remains current, effective and aligned with School practice. Otherwise, this policy will be reviewed every three (3) years, or earlier if required due to changes in legislation, NESA requirements or identified gaps in practice.

Continuous improvement will be guided by student wellbeing needs, behavioural data, Montessori practice, procedural fairness principles and internal review processes.

Related Documents and References

[Child Safe Standards \(NSW\)](#)

[Independent Schools NSW Governance Resource Manual March 2026](#)

[NESA Registered and Accredited Individual Non-Government Schools \(NSW\) Manual February 2026](#)

[NESA Resources for Schools](#)

[NSW Education Standards Authority Act 2013 \(NSW\)](#)

In the event of any inconsistency between this Policy and applicable legislation, the legislation will prevail.