



NEWMAN COLLEGE

Whole of School Approach to Student Behaviour Guidelines

PURPOSE

Guided by the belief that all people are created “in the image and likeness of God” (Genesis 1:27), the Diocese of Lismore Catholic Schools (DLCS) is dedicated to building learning communities that are safe, respectful, and just. Where every individual’s dignity is protected and upheld, and school cultures are enlivened with the Gospel values of compassion, inclusivity, and respect.

A whole-school approach to behaviour is foundational in fostering a consistent, caring, and safe school environment and has wide-ranging support in educational research and contemporary educational thinking. A whole-school approach allows all members of the school community to have a shared understanding of what is expected behaviour, how positive and prosocial behaviour is encouraged, and what the process is when student behaviour does not meet expectations.

Contemporary approaches to student behaviour have shifted away from traditional ‘behaviour management’ or ‘discipline policies’ toward a more holistic understanding of behaviour and the importance of such aspects as high expectations, safe and predictable learning environments, and the explicit teaching of prosocial behaviours. It also recognises that often, unproductive behaviour is a form of communication and can signal unmet needs or difficulties with self-regulation. As such, a contemporary behaviour response emphasises identifying and addressing the underlying causes of behaviour rather than simply responding to its symptoms.

To provide clarity, accountability, and a shared understanding of student behaviour to all members of the school community, it is a requirement of DLCS that each school produce Whole School Approach to Student Behaviour Guideline that meet the specific needs and context of their school community. It is also a NESA requirement that this guideline be published on the school’s website.

This procedure document provides structure and guidance to schools when producing their Whole School Approach to Behaviour. While there is much scope for schools’ contextual approach and the format of the produced document, there are several essential aspects outlined below.

APPLICATION

These procedures apply to all employees in schools, Diocese of Lismore Catholic Schools (DLCS) and any related entities under the administration of the Diocese of Lismore Catholic Schools Limited (DLCSL).

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PROCEDURES

1. DEFINITIONS

- 1.1 **Best Practice** means, as used in these procedures, the approach or drafting method generally accepted as superior to alternative approaches.
- 1.2 **Expected** means, as used in these procedures, subject matter which should be included in the guidelines.
- 1.3 **NESA** means NSW Education Standards Authority

2. WHOLE SCHOOL APPROACH TO STUDENT BEHAVIOUR GUIDELINES

2.1 THE COLLEGE'S CATHOLIC MISSION AND BEHAVIOUR

At Newman Senior Technical College, our approach to behaviour reflects our Catholic identity and commitment to nurturing the dignity and potential of every student. Informed by the values of Christ and our mission to respect skilled endeavour, we believe that positive behaviour is not separate from learning, faith, or wellbeing — it is an essential foundation for all.

We strive to create a safe, respectful, and supportive environment where students grow in both character and capability. Our expectations for behaviour are guided by integrity, respect, and responsibility, fostering a culture where every student feels valued, connected, and empowered to succeed.

As a College community, we understand that learning best occurs when students feel safe, respected, and engaged. By modelling positive relationships and upholding high expectations, we prepare young people to take their place in society as confident, capable individuals, grounded in faith, committed to learning, and guided by respect for themselves and others.

2.2 PURPOSE OF THE GUIDELINES

The Newman Senior Technical College Whole School Behaviour Guidelines clearly outline the College's expectations for student behaviour, the ways in which positive behaviour is encouraged and supported, and the procedures for responding to behaviour that does not meet these expectations.

These guidelines apply to all student behaviour that occurs:

- While at the College;
- Travelling to and from the College;
- During off-site, College-endorsed activities and events;
- Outside of College hours and off College premises where there is a clear and close connection between the student's behaviour and the College community;
- When using social media, mobile devices or other forms of technology involving another student or staff member; and
- In any circumstance where there is a clear and close connection between the student's behaviour and the College.

These guidelines are implemented within the context of key Diocese of Lismore Catholic Schools (DLCS) policies, including:

- The DLCS Pastoral Care Policy;
- The DLCS Student Anti-Bullying Prevention and Response Procedures;
- The DLCS Student Prohibited Weapons Procedures;
- The DLCS Suspension, Expulsion and Exclusion Policy; and
- The DLCS Responding to Concerns about Problematic Sexualised Behaviour of Children and Young People.

These guidelines are also to be understood and applied within the context of the terms and conditions of enrolment at Newman Senior Technical College.

Through these guidelines, we aim to promote a safe, respectful, and supportive environment that reflects our Catholic values and fosters the dignity, learning, and wellbeing of every student.

2.3 EVIDENCE-BASED APPROACH

Newman Senior Technical College is committed to creating a safe, supportive, and inclusive environment where all students can learn, grow, and thrive. Our approach to behaviour management is grounded in evidence-based practices that are recognised as effective in fostering positive student outcomes, promoting wellbeing, and building a respectful learning culture.

The College's behaviour guidelines draw upon the principles of Restorative Practices well-established, research-informed approaches to supporting student behaviour and wellbeing. These frameworks emphasise prevention, early intervention, relationship building, and the teaching of positive behaviours, with clear, consistent responses to behaviour that does not meet expectations.

Current research highlights that students are most successful in environments where:

- Positive relationships are actively built between students, staff, and families;
- A culture of respect, trust, and belonging is promoted;
- Expected behaviours are explicitly taught, modelled, and reinforced;
- Inclusivity and diversity are valued and celebrated; and
- Resilience, self-regulation, and personal responsibility are nurtured.

The College uses data to guide and continually improve our behaviour management strategies. Data is gathered through incident reports, attendance records, wellbeing surveys, and classroom observations. This information helps to identify trends, inform targeted supports, and monitor the effectiveness of interventions at individual, group, and whole-school levels.

Through these evidence-based approaches, Newman Senior Technical College ensures that behaviour management is consistent, fair, and aligned with our mission to foster the dignity, growth, and success of every student in a safe and supportive learning environment.

2.4 RIGHTS AND RESPONSIBILITIES

At Newman Senior Technical College, we believe that the rights and responsibilities of all members of our College community are central to creating a safe, respectful, and supportive learning environment where every student can achieve their potential.

The following rights and responsibilities have been developed collaboratively through consultation with students, staff, school leaders, and families. These will continue to be reviewed regularly to ensure they reflect the evolving needs of our community.

	Rights	Responsibilities
Students	• Learn in a safe, inclusive, and supportive environment • Be treated with respect and dignity • Feel valued and heard • Access learning that meets their individual needs	• Treat others with respect and kindness • Engage positively in their learning and behaviour • Follow College expectations and procedures • Contribute to a safe and welcoming environment for all
Staff	• Work in a safe, respectful, and supportive environment • Be treated with respect by students, parents, and colleagues • Receive support to promote positive behaviour and student wellbeing • Access professional development to support best practice	• Model respectful, fair, and consistent behaviour • Actively teach, promote, and reinforce positive behaviour • Provide active supervision in and outside the classroom • Build positive relationships with students and families • Intervene promptly and appropriately to maintain safety and wellbeing

School Leaders	● Lead a school community that upholds high standards of behaviour and respect ● Be supported in implementing behaviour policies and procedures ● Collaborate with staff, students, and families to promote a positive culture	● Ensure behaviour expectations are clear, consistent, and fair ● Support staff, students, and families to promote positive behaviour ● Provide ongoing professional learning and resources to staff ● Monitor the implementation and effectiveness of behaviour strategies
	Parents and Carers	● Be informed about their child's learning, wellbeing, and behaviour ● Be treated with respect by all members of the College community ● Be partners in supporting their child's success

Active Supervision

In the Classroom:

Teachers provide active supervision by being present, vigilant, and engaged with students during lessons. Through consistent movement around the room, scanning for student engagement, providing immediate feedback, and addressing minor concerns promptly, teachers create an environment where positive behaviour and effective learning are supported, and common behaviour errors are prevented.

Outside the Classroom:

Staff actively supervise all areas of the College, including playgrounds, bus bays, sporting events, excursions, retreats, and any off-site activities. Staff are expected to be visible, approachable, and consistently monitoring student interactions. Prompt and appropriate intervention is provided where necessary to maintain a safe, respectful, and inclusive environment for all students.

2.5 BEHAVIOUR EXPECTATIONS

At Newman Senior Technical College, clear, positive, and consistent behaviour expectations are essential to creating a safe, respectful, and supportive learning environment where all students can grow, succeed, and thrive. Our expectations are guided by the College values of Respect for Self, Respect for Others, and Skills for Life, which reflect our commitment to fostering personal responsibility, positive relationships, and the development of skills that will support students beyond school.

We believe that positive behaviour is most effectively achieved when expectations are clearly communicated, consistently reinforced, and developed in genuine partnership with students, staff, families, and the wider College community.

Our behaviour expectations have been collaboratively developed through consultation with:

- Students of all abilities and backgrounds
- Parents and carers
- Students with disabilities and their families
- Staff and College leaders

These expectations are reviewed to ensure they remain relevant, culturally inclusive, age-appropriate, and responsive to the needs of our College community.

Supporting All Students

We recognise that students have diverse abilities, experiences, and backgrounds. Teachers actively teach and model expected behaviours, using age-appropriate language, visual supports, and tailored strategies to meet the needs of all learners. Adjustments are made to ensure that every student, including those with additional learning needs or disabilities, can understand, practise, and meet the College's expectations.

Through ongoing consultation with families, students, and staff — particularly those from culturally diverse backgrounds or with additional needs — we ensure that our behaviour expectations are inclusive, accessible, and reflect the shared values of our College community.

Whole School Expectation	Classroom Expectations
Respect for Self	• Be prepared for learning (bring what you need). • Try your best and take pride in your work. • Make positive choices for your learning and wellbeing. • Ask for help when you need it. • Take responsibility for your actions.
Respect for Others	• Speak and act kindly to others. • Listen when others are speaking. • Keep hands, feet, and objects to yourself. • Respect personal space and belongings. • Include and encourage others.
Skills for Life	• Follow instructions the first time. • Be on time and ready to learn. • Stay focused and complete your work. • Work as part of a team when required. • Solve problems calmly and respectfully.

2.6 PROMOTING POSITIVE BEHAVIOUR

At Newman Senior Technical College, we believe that positive behaviour is the foundation for creating a safe, respectful, and supportive learning environment where all students can develop the confidence, skills, and values they need for life. Promoting positive behaviour is a shared responsibility that involves students, staff, and families working together to consistently uphold

our College values of Respect for Self, Respect for Others, and Skills for Life. Our approach focuses on proactive strategies that foster a predictable, engaging, and affirming school culture.

Communicating Behaviour Expectations

Our behaviour expectations are clearly communicated to all members of the College community through:

- Induction programs for new students, families, and staff
- Classroom and whole-school teaching of behaviour expectations
- Visual displays around the College
- The College website and parent communications
- Regular reinforcement in assemblies, pastoral care programs, and College events

These expectations are regularly revisited to ensure students, staff, and parents clearly understand what is expected and how positive behaviour contributes to a safe and supportive learning environment.

School-Agreed Practices to Promote Positive Behaviour

Newman Senior Technical College has established consistent, school-wide practices to promote and support positive behaviour, including:

- Modelling respectful, responsible, and inclusive behaviour at all times
- Providing positive reinforcement and acknowledgement for students who meet behaviour expectations
- Actively building positive relationships with students and families
- Providing clear, consistent responses to both positive and inappropriate behaviour
- Using restorative practices to support relationship repair and reflection when behaviour does not meet expectations

Best Practice: Explicit Teaching and Positive Culture

Our College explicitly teaches behaviour expectations through age-appropriate lessons, modelling, and daily interactions. Students are provided with opportunities to practise expected behaviours and receive constructive feedback to support their development. Teachers consistently reinforce the importance of making positive choices and guide students to understand how their behaviour impacts themselves and others.

We also recognise that student engagement in learning is closely linked to positive behaviour. Staff are expected to use evidence-based teaching practices and engaging, relevant learning experiences that support students to remain focused, motivated, and actively involved in their education.

Positive behaviour is acknowledged and celebrated through a variety of approaches, including:

- Verbal praise and encouragement
- Certificates, awards, and recognition at assemblies
- Positive feedback to parents and carers
- Opportunities for leadership and responsibility

Promoting Upstander Behaviour and Respectful Relationships

Our approach to promoting positive behaviour also includes a focus on teaching students to be upstanders, not bystanders. Through our anti-bullying education and pastoral care programs, students learn the importance of speaking up, seeking help, and supporting others when they witness inappropriate behaviour or bullying.

The College also explicitly teaches Respectful Relationships, ensuring that students understand the importance of healthy, respectful interactions. This forms part of our commitment to student wellbeing, inclusion, and creating a culture where every member of our community feels safe, valued, and respected.

2.7 PROCEDURE FOR RESPONDING TO BEHAVIOUR THAT DOES NOT MEET EXPECTATIONS

At Newman Senior Technical College, our primary response to behaviour that does not meet expectations is to view it as an opportunity for learning, communication, and skill development. Our procedures are designed to be responsive, supportive, and restorative, aligning with our College values and ensuring consistency across all settings. The onus is on the teacher, as the professional leader in the classroom, to explicitly teach expectations, consistently monitor behaviour, and follow up effectively. The goal is to correct behaviour while preserving the student's dignity and strengthening their connection to the College community.

In assessing the appropriate response or consequence, decision-makers will always consider all relevant circumstances, including:

- Whether the student has a disability, including the functional impact and required supports
- An understanding of the impacts of trauma, and how the College has supported the student to feel safe
- The effect of the behaviour and consequence on others, including students and staff

Responses to unacceptable behaviour are framed by the principles of procedural fairness, including:

- The right to be heard
- The right to respond
- The proportionality of the consequence applied

All disciplinary processes are conducted in a fair, impartial, and transparent manner.

DISRUPTION TO LEARNING PROCEDURE

Step	Action	Focus & Accountability
1	Minor Behaviour Occurs (Interruption to Learning)	Classroom Teacher: Instructional Correction
	Action: - Classroom Teacher addresses the issue immediately using low-level strategies (proximity, re-teaching expectation, minor logical consequence). - Teacher documents the incident on Compass and the instructional intervention used. PC Teacher is informed for awareness and brief check-in with the student.	Focus: - Skill acquisition, - Re-establishing dignity. - Teacher-directed, instructional.
2	Behaviour Persists (Minor issue repeated) OR Significant Disruption Occurs (Major Behaviour)	PC Teacher: Coordinated Intervention & Communication
	Action: - Classroom Teacher discusses the student with the PC Teacher. - Both teachers conduct a restorative conversation, apply a proportional consequence, and establish an intervention plan (e.g., student-PC teacher check-ins). - Parents/Carers MUST be communicated with by the classroom teacher.	Focus: - Early intervention, - Shared responsibility, - Parental partnership.
3	Behaviour Continues OR Major Behaviour Requires Formal Action (Safety Risk, Extreme Disruption)	Classroom Teacher & PC Teacher: Formal Referral for Procedural Fairness
	Action: - Classroom and PC Teacher formally refers the student to the most appropriate leader - either Curriculum or Pastoral. - Parents/Carers are contacted again to arrange a meeting. - Classroom teacher and/or PC teacher involved in meeting.	Focus: - Data-driven escalation, - Transparency, - Consultation of all stakeholders. - A case management approach is taken.

4	- Procedural Fairness begins. - All communication documented in Compass	
	Investigation & Corrective Action (Formal Decision)	College Leadership: Procedural Fairness & Support Planning
	Action: - The Leader conducts a fair investigation (Right to be Heard). - All relevant circumstances (disability, trauma, etc.) are considered. - Proportional consequence applied (e.g., Behaviour Monitoring form, suspension). - An Individual Behaviour Support Plan is developed with the PC Teacher's input. - All communication documented thoroughly in Compass	Focus: - Accountability, - Legal compliance, - Plan for re-entry and ongoing support.
5	Monitor, Review, & Re-Entry	Pastoral Team & Leadership: Sustained Change
	Action: - With the support of the Leader, the PC Teacher and Classroom Teacher oversee the implementation of the Support Plan - The Leader tracks behaviour data. - Re-entry meeting conducted with student, parents, and PC Teacher to review expectations and support effectiveness.	Focus: - Data-driven evaluation, - Sustained behaviour change, - Reinforcing the instructional culture.

Prohibition of Corporal Punishment

Corporal punishment is prohibited. All school staff are prohibited from engaging in corporal punishment in any form. The College does not explicitly or implicitly sanction corporal punishment by non-school persons (such as parents) to enforce discipline at the College. The College Student Leadership system does not provide authority for students to discipline or direct other students.

Use of Restrictive Practices

The College will seek advice from Diocese of Lismore Catholic Schools (DLCS) staff if it is considering implementing restrictive practices. A restrictive practice is any action that restricts the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.

Responding to Complex and At-Risk Behaviour

The College will seek advice from DLCS staff when responding to and considering support for students with complex and/or at-risk behaviour. At-risk behaviour includes any behaviour that has the potential to cause physical, emotional, or psychological harm to oneself or others.

Criminal Behaviour

Any unacceptable behaviour that may be serious enough to constitute a criminal offence will be reported to police or other relevant authorities. This includes informing the Regional Assistant Director and Pastoral Care Officer, in accordance with DLCS procedures.

Early Intervention and Collaborative Planning

We recognise the connection between learning, wellbeing, and behaviour. The College uses data to identify students who may not be meeting expectations and provides early intervention to support them. This may include:

- Additional teaching or reteaching of behaviour expectations
- Increased supervision and monitoring
- Restorative conversations and coaching
- Development of a Behaviour Support Plan
- Collaboration with families, wellbeing staff, and external supports

2.8 SCHOOL EXPECTATIONS FOR RECORD KEEPING AND MONITORING

Accurate and professional record keeping is an essential part of maintaining a safe, supportive, and consistent approach to student behaviour at Newman Senior Technical College. Recording behaviour incidents allows us to track patterns, support students effectively, and ensure transparency and accountability in our behaviour management processes.

Recording Behaviour Incidents

All staff are expected to record behaviour incidents using the COMPASS system. This includes:

- Promptly entering details of the incident on COMPASS
- Using clear, objective, and professional language
- Describing only factual information, avoiding assumptions or emotionally charged language
- Recording both positive and inappropriate behaviour incidents as required
- Ensuring that confidential or sensitive information is shared only with relevant staff, in accordance with College and DLCS guidelines
- Staff should ensure that entries are respectful, free of judgement, and focused on the observable behaviours and relevant actions taken.

Supporting High-Quality Record Keeping

The College is committed to supporting staff to develop and maintain high standards of professional record keeping. This includes:

- Providing training and coaching to staff on how to write clear, objective, and professional COMPASS entries
- Sharing examples of effective COMPASS notes during staff meetings or professional development sessions
- Providing ongoing support from Coordinators, Pastoral Care staff, and College Leaders to assist staff in improving their recording practices
- Regularly reviewing COMPASS records to ensure consistency, accuracy, and alignment with College expectations

2.9 STAFF PROFESSIONAL LEARNING

At Newman Senior Technical College, we recognise that building and maintaining a safe, respectful, and supportive learning environment is a shared responsibility that requires ongoing professional learning. We are committed to providing all staff with the knowledge, skills, and confidence to consistently implement the Whole School Approach to Behaviour.

Ongoing Professional Development

The College provides regular professional development opportunities to ensure all staff can:

- Understand and uphold the College's behaviour expectations and procedures
- Consistently apply evidence-based approaches to behaviour, including Restorative Practices and proactive classroom management strategies
- Engage in reflective practice to support the continuous improvement of behaviour support and student wellbeing
- Participate in College-wide learning that reinforces our shared values of Respect for Self, Respect for Others, and Skills for Life
- Professional learning is delivered through staff meetings, targeted workshops, coaching, and mentoring, and is supported by resources, guidelines, and leadership guidance.

Targeted and Differentiated Professional Learning

The College is committed to providing high-quality, targeted professional development based on identified school needs. This includes:

- Using behaviour and wellbeing data to identify areas for improvement
- Providing differentiated support to staff based on their roles, experience, and specific professional needs
- Offering targeted workshops, coaching, and mentoring to support areas such as managing complex behaviour, trauma-informed practice, and inclusive classroom strategies
- Supporting staff to implement new practices through modelling, peer collaboration, and ongoing feedback

Monitoring and Evaluation

The effectiveness of our professional learning program is monitored and reviewed through:

- Regular analysis of behaviour data and incident trends
- Classroom observations and staff feedback
- Evaluation of staff confidence and consistency in applying behaviour expectations and responses
- Ongoing consultation with staff to identify further learning needs

2.10 PUBLICATION DETAILS.

Date of Issue: 31 October 2025

Next Review Date: 31 October 2027

These guidelines will be reviewed within two (2) years of the date of issue, or earlier if required, to ensure they remain current, effective, and aligned with relevant policies and the needs of the College community.

APPENDIX

1. CONTENT TO BE INCLUDED IN THE GUIDELINES

It is expected that each College's behaviour guidelines will cover the following areas:

- a) The College Catholic Mission and Behaviour;
- b) Purpose of the Guidelines;
- c) Evidence based Approach;
- d) Rights and Responsibilities;
- e) Behaviour Expectations;
- f) Promoting Positive Behaviour;
- g) Responding to Behaviour that Does Not Meet Expectations;
- h) College Expectations for Record Keeping and Monitoring;
- i) Staff Professional Learning; and
- j) Publication Details.

2. CONTENT NOT TO BE INCLUDED IN THE GUIDELINES

College's behaviour guidelines must not include the following:

- a) Internally developed processes for preventing and responding to bullying; and
- b) Internally developed processes for suspensions and expulsions.

3. WHAT A SCHOOL MUST NOT DO WHEN DEVELOPING GUIDELINES

ANTI-BULLYING AND PREVENTION

- a) Schools must not develop processes or write their own anti-bullying and prevention document. Schools must reference the DLCS Student Anti-Bullying Prevention and Response Procedures.

SUSPENSION AND EXPULSION

- a) Schools must not develop processes or write their own suspension and expulsion document. Schools must reference the DLCS Suspension, Expulsion and Exclusion Policy and the Suspension and Expulsion Procedures.

RELATED DOCUMENTATION

The Mission of Jesus Christ Foundational Values: Catholic Education in the Diocese of Lismore
Pastoral Care Policy

[Suspension, Expulsion and Exclusion Policy](#)

[Student Anti-Bullying Prevention and Response Procedures,](#)

[Student Prohibited Weapons Procedures.](#)

Responding to Concerns about Problematic Sexualised Behaviour of Children and Young People –
Primary

[Responding to Concerns about Problematic Sexualised Behaviour of Children and Young People –
Secondary](#)