



Papua New Guinea

Department of Education

**Behaviour Management Policy for the
National Education System of
Papua New Guinea**

Policy revised version October 2019

“Improving Student Behaviour and Welfare”

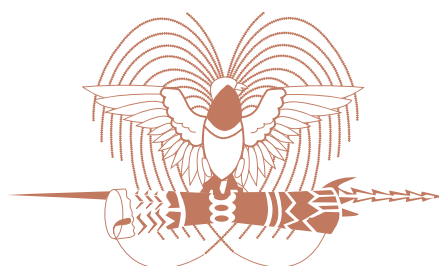


Policy review date 2025

Behaviour Management Policy for the National Education System of Papua New Guinea

2019

“Improving student behaviour and welfare”



**PAPUA NEW GUINEA
DEPARTMENT OF EDUCATION**

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1. Acknowledgement

Secretary of Education, Dr Uke Kombra PhD, for his leadership and support of this policy. Guidance & Counselling Division for leading the development of this policy. All the students, parents, community members, school staff, headteachers, principals, provincial and national education officers, NGOs, church agencies, and the National Catholic Education Board that participated and contributed to this policy.

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3. Foreword

The National Behaviour Management Policy is a milestone towards effective management of behavioural issues in schools. This policy clarifies the roles, rights and responsibilities of **schools, parents or guardians, teachers and students in improving student discipline and raising achievement.**

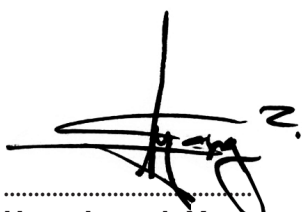
It is in the best interest of our country to develop responsible, educated and skilled citizens who actively contribute to the progress of Papua New Guinea.

Most students behave well in schools. However, the Papua New Guinean education system experiences anti-social behaviour which harms the education and health of our young people. It is important these issues are addressed and that schools are supported to deal effectively with poor behaviour. The Department of Education and its schools have to be proactive in ensuring that there are strategies to manage or minimise these problems.

All schools and education institutions will be expected to develop their own School Behaviour Management Policy in consultation with students, staff, parents/guardians, Board of Management, Board of Governors and Governing Council. Every school should strive to be a safe, caring and fair learning environment. Every teacher and school manager should have effective skills in positive behaviour management to help students learn from their bad experiences.

Every student has the right and the responsibility to learn, behave well and develop to their full potential.

I endorse this policy for immediate implementation.



.....
Hon. Joseph Yopyyopy MP
Minister for Education
December 2019



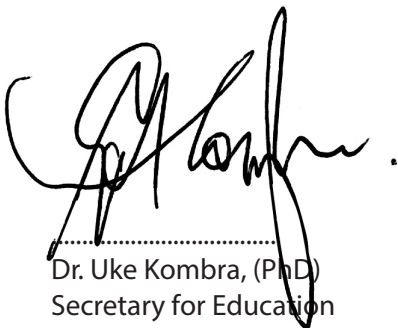
4. Secretary's Message

The Department of Education is determined to support schools to effectively manage student behaviour.

This policy provides the foundation for ways in which stakeholders can work together to guide and improve student behaviour. It also sets out a framework to assist schools in resolving student issues that require disciplinary actions.

School behaviour management is more than just school rules, code of conduct, punishments and counselling. It also involves effective classroom management, a safe working environment, praise and rewards, clear communication, participation by all stakeholders, life skills training, sharing best practice, assertive discipline, good planning and qualified professional staff. Effective behaviour management is a whole school approach that develops positive social and emotional behaviour in students, thus reduces the potential for poor and antisocial behaviour occurring.

This should include the proper uses of mobile phones and other ICT devices such as laptops, computers, video cameras, iPad and other related mobile devices.



.....
Dr. Uke Kombra, (PhD)
Secretary for Education

Section Two: Policy

1. Policy Statement

This policy is to be implemented by all government and church agency schools and educational institutions within the national education system. All students, teachers, headteachers, principals, and school boards of management, boards of governors, and governing councils, school based counsellors and ancillary staff have the responsibility to follow this policy.

This policy also applies to all education officers from both national and provincial levels, including the National Education Board (NEB), Provincial Education Boards (PEBs) education advisers, TVET managers, inspectors and guidance & counselling officers.

2. Document Authority

The authority of this policy is the Education Act (1983) Section 28. The policy is based on the national goal of Integral Human Development and the principles of human rights and responsibilities.

The Guiding Principles of this policy

This policy is centred on the following core principles of human rights and responsibilities:

Principle 1: Right to education

Every child has the right to an education and the right to learn. For effective learning to take place, good behaviour in all aspects of school life is essential.

Parents, communities and Government of Papua New Guinea have the responsibility to ensure children have the opportunity to go to school.

Principle 2: Right to respect, equality and fairness

Every student and teacher has the right to be treated with respect in a fair and transparent manner regardless of gender, sexuality, race, age, HIV status, academic level, disability, religion, family, economic and/or cultural background.

All members of the school community are responsible for upholding and respecting the rights of others.

Principle 3: Right to a safe learning environment

Every student and teacher has the right to work in a peaceful, caring and safe school which promotes healthy lifestyles and behaviour.

Students and teachers have the right to work in an environment free from violence, sexual harassment and all forms of abuse and exploitation including cyber bullying and ICT abuse.

Principle 4: Right to good quality education

Every student has the right to a relevant, student-centred and engaging curriculum and a competent teacher who is fair and caring and who is a good role model in structured teaching on values, morals and life skills.

Students and teachers have the right to work in a well-managed and well led school. Well-managed and well-led schools have fewer behaviour problems. Students have the responsibility to learn and engage in school lessons and activities to the best of their abilities. Teachers have the responsibility to be professional, competent and to manage their classrooms and schools well.

Principle 5: Right to fair and consistent rules

Students and teachers have the right to fair, appropriate and consistent application of school rules listed in the school behaviour management policy.

Parents, guardians and students have the right to be heard at disciplinary committee meetings and the right to appeal against expulsion to an impartial and qualified authority. Parents have the responsibility to assist their children to follow school rules. They have to work with the schools to ensure fair, appropriate and consistent application of school rules.

Principle 6: Right to a school behaviour management policy

Schools have the responsibility to implement effective and appropriate behaviour management strategies.

Parents, guardians, students, teachers and the school board members have the right and responsibility to be actively involved in the writing and review of the school's behaviour management policy. The policy must be communicated clearly to all the members of the school community.

Principle 7: Right to access counselling and referral services.

All students and teachers have the right to access counselling and referral services. Schools have the responsibility to provide counselling and referral services.

Principle 8: Best practice and cooperation

Teachers, principals, headteachers and schools have the responsibility to learn from each other to improve student behaviour management strategies.

All teachers, headteachers, school boards and relevant education officers have the right to high quality training and support to implement best practice in behaviour management.

All stakeholders have the responsibility to work together to maintain and improve student behaviour.

Principle 9: Personal responsibility

All members of the school community are responsible for their own actions and the consequences of their behaviour. The school community has the responsibility to help all children with special needs, learn to be responsible for their decisions and behaviour, within the limits of their maturity and developmental ability.

3. Policy Intent

This policy is intended to address student behaviour issues in all national education system schools. The behaviour of students in all government and church agency schools continue to deteriorate and are largely influenced by internal and external factors of the fast changing Papua New Guinea environment. This policy will assist all school administrators to address students' behaviour management issues in a more friendly and amicable manner without disrupting the smooth flow of students' learning. And it is also intended that this policy supports the Child Friendly School concept and the WaSH in school activities.

4. Policy Intended Outcomes

The aim of this policy is to help schools at all levels of the national education system to:

1. Promote and improve positive student behaviour through the collaborative efforts of students, teachers, principals, head teachers, parents/guardians, school boards and other stakeholders.
2. Help stakeholders to understand and exercise their rights and responsibilities in managing students' behaviour.
3. Help create a fair, caring and safe learning environment for students and teachers.
4. Help and support the WaSH in school activities.

5. Policy Rules

1. Educational institutions at all levels must develop their School Behaviour Management Policies in line with this Policy and implement effectively
2. All concerned education officers at all levels must conduct and participate in the awareness and training of the writing of the School Behaviour Management Policies.
3. All stakeholders must take ownership of and the implementation of the School Behaviour Management Policy.
4. Monitoring and evaluation tools must be developed and put in place for all educational institutions.

5. Corporal punishment (using physical force of any form against a student) is not permitted by the Ministry of Education.
6. Correct and appropriate discipline measures are applied by all educational institutions in the national education system for any student disciplinary issue involving relevant designated personnel including parents of concerned students.
7. The welfare, health and safety of all students must be the centre of all student developed rules and regulations.

The Department of Education expects all students to:

1. Do their best in school and follow every school rule and uphold self-respect and appreciate their families.
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 and respect the opinions of others.
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 and accountable.
9. Report incidents of disruption, bullying, violence and any form of harassment.
10. Ask for help if they need it and help for others.
11. Dress neatly in line with the school rules.
12. Come to school (don't truant) and attend lessons on time.
13. Use mobile phones and other ICT devices to enhance teaching and learning.

6. Responsibility for Implementation and Compliance

The Secretary for Department of Education is responsible for the implementation of this policy. The Deputy Secretary for Education, Schools & Education Standards Directorate (SESD) is responsible for the monitoring and evaluation of this policy.

The schools in the national education system, parents, governing bodies and stakeholders have the responsibility to implement this policy.

The monitoring and evaluation of this policy is the responsibility of the inspectors, guidance & counselling officers, and Department of Education.

The development, implementation, and review of this policy, is the responsibility of the schools, parents, governing bodies, provincial education divisions and the relevant stakeholders.

All the schools are required to develop their school behaviour management rules and code of conduct in-line with this policy.

The responsibilities of different stakeholders in implementing the policy

1. The responsibilities of students

The students are the most important stakeholders in maintaining good behaviour in schools. The students have the responsibility to:

1.1 Behave well, respect others and follow the school rules

- 1.1.1 Follow the school rules as stipulated in the school behaviour management policy.
- 1.1.2 Take responsibility for their own behaviour and learn from their negative experiences.
- 1.1.3 Say 'no' to risky or illegal behaviours.
- 1.1.4 Respect the learning and rights of others.
- 1.1.5 Contribute to the developing and reviewing of the school behaviour management policy and the school code of conduct.

1.1.6 Understand the policy, the expectations and abide by it.

2. The responsibilities of parents and guardians

Parents and guardians have a vital role to play in the education of their children. They are the first teachers of good behaviour and positive values. Some student behaviour problems in schools are linked to students' home environment.

To help implement this policy, parents and guardians have the responsibility to:

2.1 Raise children in a safe, healthy and caring home

2.1.1 Provide food, water, clothing, shelter, love, support, security, discipline and counselling for their children.

2.1.2 Raise children in a home free from violence, fear, drugs, alcohol and all forms of abuse.

2.1.3 Provide education for their children

2.1.4 Provide a well organised home with time for work and play. There should be a place for children to study.

2.1.5 Provide a well conducive home learning environment that promotes standards for respect and healthy studying habits.

2.2 Build the foundation for good behaviour

2.2.1 Be a good role model.

2.2.2 Treat all children under their care equally with due respect.

2.2.3 Value all children: praise and encourage their strengths and recognise their good behaviour.

2.2.4 Teach acceptable behaviour in a non-violent, loving and consistent way.

2.2.5 Help children realise their potentials and set realistic goals.

2.2.6 Help children understand and appreciate key values. Teach them good morals, ethics and customs.

2.3 Support education and behaviour management in schools

- 2.3.1 Ensure the safety and good behaviour of their children to and from school.
- 2.3.2 Meet regularly with their child's teacher and discuss the child's behaviour management issues and progress.
- 2.3.3 Report academic, behavioural, health or family problems that affect the child at school quickly to the teacher, school based counsellor or head teacher/ principal.
- 2.3.4 Learn about the school policies and curriculum.
- 2.3.5. Support schools' decisions against students' behaviour and respect the application of standard discipline measures for normal cause of justice to prevail. Use proper procedures for appeal whenever there is disagreement about any school decision.
- 2.3.6 Contribute to the development of the school and be actively involved in the school activities such as parents & citizens (P&C) meetings and the School Learning Improvement Plan (SLIP) to demonstrate taking ownership of students' learning.
- 2.3.7 Contribute to the development, implementation and the review of the school behaviour management policy and school rules.

3. The responsibilities of communities

Communities form the wider environment for the development of the child. They also have an important role to play in their local school. Children's behaviour reflects the community they are raised in and all community members have a responsibility to help young people develop into responsible citizens.

The communities have the responsibility to:

3.1 Build a safe and healthy environment for children

- 3.1.1 Protect every child against all forms of violence, bullying, abuse, cyber bullying, drugs, alcohol, exploitation and child labour.
- 3.1.2 Protect all children, especially girls and young Women particularly, from sexual harassment, rape, incest and sexual exploitation.

- 3.1.3 Help children to resist harmful peer pressure.
- 3.1.4 Identify reputable and reliable people in the community that young people and children can go to if they need help or advice.
- 3.1.5 Teach children positive traditional values, cultures and customs which are beneficial to their health, education and wellbeing.
- 3.1.6 Establish and support programs and activities for young people such as sports, religious events, scouts, music and drama concerts, peer education, life skills, youth and community support clubs.

3.2 Support education and behaviour management in schools

- 3.2.1 Ensure all children in the community including those who are marginalised and with disabilities go to school.
- 3.2.2 Respect the decision of the school when dealing with unacceptable behaviour. If disputed, follow the correct procedures for appeal.
- 3.2.3 Encourage a culture of respect for the school and discourage vandalism, theft and other destructive behaviours.
- 3.2.4 Select school board members wisely and have a fair composition of reputable men and women.
- 3.2.5 Support teaching of the subjects titled 'Personal Development' and Citizenship & Christian Values Education in schools.
- 3.2.6 Participate in P&C meetings and other school activities such as the SLIP.

4. The responsibilities of the Department of Education

The Department of Education endorses this policy for implementation. The key divisions and other stakeholders of the Department have specific responsibilities for implementing this policy:

5. The responsibility of the National Education Board

The National Education Board (NEB) is responsible for deliberations of all students' appeals.

6. The responsibility of the Finance Division

The Division of Finance is responsible for making budgetary appropriation for Guidance & Counselling Division to effectively develop, implement, monitor and review the Behaviour Management Policy.

7. The responsibility of the Guidance & Counselling Division

The Guidance & Counselling Division has the responsibility to develop, monitor and review this policy. Also for capacity building for guidance & counselling officers, school based counsellors, teachers, parents, school governing bodies, and other stakeholders.

Guidance & Counselling Division has the responsibility to:

7.1 Facilitate and encourage schools to provide a conducive teaching and learning environment that promotes positive behaviour and improves welfare.

- 7.1.1 Supervise the development, monitor implementation, and review of this policy.
- 7.1.2 Plan, develop and implement workable strategies to support and improve guidance and counselling services in the schools.
- 7.1.3 Support, train and resource guidance & counselling officers to provide training in behaviour management, child protection and school based counselling.
- 7.1.4 Develop and distribute new student behaviour management, guidance and counselling materials and training resources.
- 7.1.5 Conduct research on student welfare and behavioural issues and provide findings to relevant authorities.
- 7.1.6 Provide overall management of the guidance & counselling officers nationwide.
- 7.1.7 Encourage and promote addressing behaviour management issues through the SLIP for sustainability.
- 7.1.8 Work in partnership with Teacher Education Division and other training providers to reinforce the training of teachers in student behaviour management, guidance and counselling.

8. The responsibilities of the Guidance & Counselling Officers

Guidance & counselling officers have a wide range of responsibilities within their provinces. Their primary role is to build the capacity of schools to deal with student welfare, behaviour, counselling and guidance issues. They do this through advice, school visits, in-service, reports, monitoring and evaluation. Guidance & counselling officers also train, mentor, assess and supervise school based counsellors.

Guidance & Counselling Officers have the responsibility to:

8.1 Monitor the implementation of the Policy

- 8.1.1 Work in partnership with inspectors and TVET inspectors to ensure that this policy is implemented by all educational institutions.
- 8.1.2 Raise awareness on this policy and the positive changes it brings to the schools.
- 8.1.3 Collect data on school behaviour management issues, including Policy implementation and report to Guidance & Counselling Division and PEB.

8.2 Share best practices and build capacity

- 8.2.1 Provide quality training, supervision and support for teachers who want to become school based counsellors.
- 8.2.2 Train and support school based counsellors, teachers, headteachers and inspectors in behaviour management strategies including assertive discipline and student leadership training.
- 8.2.3 Network with external support services such as Juvenile Justice working groups, Child Welfare Council, child protection services, relevant NGO groups, churches, police and health services.
- 8.2.4 Conduct orientation to all students, staff, parents and stakeholders on this policy.

8.3 Protect children and support schools

- 8.3.1 Follow best practices and the DoE School Based Counsellors Code of Ethics.
- 8.3.2 Provide counselling services to clients referred from the schools.

- 8.3.3 Provide professional advice on student disciplinary cases.
- 8.3.4 When necessary, support schools in crisis management.
- 8.3.5 Support the training of staff within schools on mandatory reporting and child protection.
- 8.3.6 Support school based counsellors with the design and development of child protection programs for children.
- 8.3.7 Immediately report to the Director of Child Protection, or his/her delegated authority, if the officer has reason/s to believe that a child is in need of protection.

9. The responsibilities of the Inspections and TVET Divisions

The Inspections and TVET Divisions have the responsibility to monitor and assess the implementation of this policy. The Divisions work in partnership with the Guidance & Counselling Division to assist schools in the development, implementation and review of the School Behaviour Management Policies.

9.1 The responsibilities of Inspections and TVET Inspectors

Inspectors and TVET inspectors regularly visit schools to monitor the performance.

The Inspections and TVET Divisions have the responsibility to:

- 9.1.1 Monitor how schools strategically improve and manage student behavioural issues.
- 9.1.2 Review the schools' behaviour management policies and check that they comply with this policy. Advise the schools on the policy's best practices to improve their policies.
- 9.1.3 Report on the number of schools with approved policies to the PEB and national education system as required through the National Quality Schools Standard Framework (NQSSF).

9.2 Support schools to improve students' behaviour

- 9.2.1 Ensure that schools include student behaviour management in their SLIP and teacher in-service plans (TIP).

9.2.2 Report promptly to relevant provincial and national education authorities any neglectful management practices, inadequate facilities or any other factors that will have adverse impact on students' welfare and behaviour.

9.2.3 Charge any staff that breaches this policy.
For example; using corporal punishment on a student.

9.2.4 Raise awareness and the benefits of this policy.

9.2.5 When necessary, support schools in crisis management.

9.3 Protect children

9.3.1 Immediately report to the Director of Child Protection or his/her delegate, if the officer has reason to believe that a child is in need of protection.

9.3.2 Support training of staff within schools on mandatory reporting and child protection.

9.3.3 Support the guidance & counselling officer and school based counsellor to design and develop child protection programs for children within the school.

10. The responsibilities of the Teacher Education Division

The Teacher Education Division will:

10.1 Review and improve training in behaviour management, inclusive education, child protection, guidance and counselling for teachers, headteachers and principals.

10.2 Include this policy in all relevant teacher training programs.

10.3 Work in partnership with Inspections and Guidance & Counselling Divisions to develop teacher training materials in behaviour management, guidance and counselling.

11. The responsibilities of the Curriculum Development Division

The Curriculum Development Division will:

11.1 Work in partnership with Teacher Education, Inspections and Guidance & Counselling Divisions to include this policy in relevant curriculum areas and resource development.

11.2 Work with the Church Education Councils to help improve the planning, teaching and assessment of Religious Education.

11.3 Develop, trial and distribute materials to support the teaching of personal development, guidance, life skills and peer education.

12. The responsibilities of the Policy, Planning and Research & Evaluation Divisions

The Policy, Planning and Research & Evaluation Divisions will:

- 12.1 Liaise with the Inspections and Guidance & Counselling Divisions to monitor the implementation of this policy.
- 12.2 Liaise with and support the Guidance & Counselling Division to initiate, conduct and disseminate research into behaviour management issues.
- 12.3 Collect student behaviour management information in the school census as per the records of the number of schools with their own behaviour management policies and information on expulsion.
- 12.4 Ensure student welfare is prioritized and adequately funded in the National and Provincial Education Plans.
- 12.5 Review the Education Act in line with the recent national and international legislations, lessons learnt from the education reform and best practices in behaviour management.

13. The responsibilities of the Special Education Unit

The Special Education Unit will:

- 13.1 Ensure that all schools have a copy of the Special Education Policy (1993, revised 2004).
- 13.2 Regularly review and update the Special Education Policy to reflect international standards and best practices in inclusive education.
- 13.3 Work in partnership with Teacher Education Division and other training providers to improve the training of teachers, and other education officers in inclusive education.
- 13.4 Work in partnership with Inspections and Guidance & Counselling Divisions to improve schools' capacity to include children with special needs in education.

14. The responsibilities of the Teaching Service Commission

This policy makes a link between good professional teachers and well behaved students. The Teaching Service Commission (TSC) has an important role to play in improving performance of teachers.

The TSC has a responsibility to:

- 14.1 Enable improvement in teaching and counselling in schools.
- 14.2 Deal immediately and firmly with teachers who behave unprofessionally, unethically or who harm their students.
- 14.3 Work in partnership with PNGTA and other stakeholders to develop and distribute an updated code of ethics for all teachers.
- 14.4 Create and adequately fund school based counsellor positions.
- 14.5 Review the TSC Act in line with the recent national and international legislations, lessons learnt from the education reform and best practices.

15. The responsibilities of the Districts

The Districts have the responsibility to support schools produce good students who demonstrate ethical morals and principles through effective behaviour management policies.

15.1 Inspectors and Guidance & Counselling officers

- 15.1.1 Assist with accommodation and logistics for inspectors and guidance & counselling officers to provide professional services to the schools.
- 15.1.2 Allocate adequate funds for the inspectors and guidance & counselling officers to conduct supervision and monitoring of this policy in the schools.
- 15.1.3 Help teachers to teach universal values and social skills to students.

15.2 District appeals committee

- 15.2.1 Establish a district appeals committee comprising of fair and good representations from relevant stakeholders.
- 15.2.2 Ensure that the appeals committee conducts its duties in a fair, firm and prompt manner.

16. The responsibilities of the Provincial Education Board

The PEB has an important role to play in student discipline and expulsion appeals. Their responsibilities are listed in the relevant education acts.

It is recommended that PEB delegate these powers to effective local committees to ensure effective expulsion appeal decisions for the benefit of the student and the school. For example; the creation of district expulsion appeals committee. This committee is the final arbiter on appeals against expulsion of students. Delegation of powers is the discretion of the PEB and it will be accountable for any decision made by the delegated local committee.

The PEB (or the delegated committee) has the responsibility to:

16.1 Ensure effective expulsion appeals

16.1.1 Ensure that expulsion appeals are addressed promptly, fairly, transparently and that all parties are represented.

16.1.2 Ensure that expulsion appeals committee meetings are quickly convened after a written appeal is received by the chairperson of the PEB or its delegated authority. It is recommended that the appeal is deliberated within 15 working days after the receipt of the written appeal by the PEB Chairperson or its delegated authority. The student will be immediately reinstated if the expulsion committee fails to meet within the 15 working days.

16.1.3 Ensure there is a fair representation of both men and women on the expulsion appeals committee.

16.1.4 Ensure fair and transparent procedures and membership criteria for the expulsion appeals committee are developed and regularly reviewed using procedures stipulated in this policy.

16.1.5 Ensure the committee only considers expulsion appeal cases. The expulsion appeal committee can:

- Uphold the expulsion
- Uphold the appeal and re-instate the student without further sanction or condition
- Uphold the appeal and re-instate the student with certain conditions or sanctions.

16.1.6 Keep written records of all expulsion appeal proceedings.

16.2 Support schools to improve their behaviour management

- 16.2.1 Support the in-service plans of the schools to improve student behaviour through funding in-service coordinators.
- 16.2.2 Encourage the implementation and monitoring of this policy by recording and reporting on the number of schools with approved school behaviour management policy as reported by the school inspectors and guidance & counselling officers.

17. The responsibilities of the schools

The schools play a vital role in managing student behaviour. They create, maintain and ensure safe, caring and enriching environment for effective teaching and learning. A well-managed school has fewer behavioural problems and creates positive academic and behaviour results.

- 17.1 Allocate adequate funds to promote good citizenship events through the SLIP.
- 17.2 Engage trained and committed staff and provide professional development for them.
- 17.3 Provide safe and conducive learning environment to promote and enhance good student-teacher relationship to harmonize teaching and learning.
- 17.4 Develop SBMP and school code of conduct following the guidelines provided in this policy.
- 17.5 Establish a SBMP active working committee with fair representation.
- 17.6 Establish orientation and training programs for student SBMP and leadership.
- 17.7 Collaborate with parents and relevant stakeholders in the local community through good networking links.
- 17.8 Maintain and update student personal record cards to monitor student behaviour and academic development.

18. The responsibilities of teachers

Teachers have a duty of care to all students. They must establish an effective, safe, calm and productive learning environment. A well-prepared, knowledgeable, skilful and caring teacher will have a well-behaved and well-managed class. Every teacher is responsible for managing student behaviour in their schools.

Teachers have the responsibility to:

18.1 Be a good behaviour role model

- 18.1.1 Follow the PNGTA Teachers Code of Ethics. A teacher who is not a member of PNGTA can still use the PNGTA Teacher Code of Ethics as a guide to ethical teacher behaviour.
- 18.1.2 Treat all students equal and fair regardless of their gender, sexuality, health, disability, religion, race or cultural background.
- 18.1.3 Respect the rights of all students and other members of the school community.
- 18.1.4 Listen to students and give them the opportunity to contribute meaningfully in school activities.
- 18.1.5 Promote positive, honest and caring relationships with the school.
- 18.1.6 Be punctual to mandated TSC duties.
- 18.1.7 Attend to all mandated duties.

18.2 Professionally manage student behaviour

- 18.2.1 Plan and use a range of positive and effective behaviour management strategies.
- 18.2.2 Be fair, prompt, calm and consistent when dealing with student misbehaviour. Teachers must not use any form of violence or corporal punishment. Sanctions should never deliberately cause physical, emotional and mental harm to students.
- 18.2.3 Communicate honestly and effectively with parents and guardians about their children's learning and behaviour. Plan and prepare regular student-teacher and teacher-parent/guardian conferences.
- 18.2.4 Build the self-esteem of students by recognizing, valuing and developing all their skills and talents.
- 18.2.5 Support positive extra-curricular activities, peer education or student leadership programs in the school.
- 18.2.6 Have a system to recognise and reward good behaviour of students.

18.3 Protect children

- 18.3.1 Encourage and refer students for counselling.
- 18.3.2 Safeguard confidential information unless one is at risk.
- 18.3.3 Immediately report to the Director Child Protection or his/her delegate, if the teacher has reasons to believe a child is in need of protection. Teachers have the legal duty to report any sign of School Related Gender Based Violence (SRGBV) or any other behavioural issues to the headteacher or the principal and other legal authorities.

18.4 Share best practices

- 18.4.1 Plan and teach student-centred lessons which are motivating and challenging.
- 18.4.2 Work as a team with fellow teachers to write and implement a school behaviour management policy.
- 18.4.3 Keep accurate and proper written records of student behavioural issues and provide regular updates to school management, parents and guardians.
- 18.4.4 Improve their teaching and behaviour management skills through professional development.

19. The responsibilities of the School Based Counsellors (SBC)

A School Based Counsellor (SBC) is trained and certified by the Department of Education to counsel and provide guidance to students in the school. Counselling and guidance are positive behaviour management strategies. There should be at least one male and one female School Based Counsellor in every secondary school and one School Based Counsellor in every primary school with high student enrolment.

School Based Counsellors have the responsibility to:

19.1 Be an ethical and effective school Based Counsellor

- 19.1.1 Abide by the DoE School Based Counsellor Code of Ethics.
- 19.1.2 Be a positive role model: neutral, non-judgmental and supportive.
- 19.1.3 Keep counselling sessions confidential, unless clients are at risk to themselves or others or if they gave consent to share information from the session.

- 19.1.4 Identify signs of School Related Gender Based Violence (SRGBV) and refer students to other supporting services and authorities if necessary.
- 19.1.5 Assist the school to organise student leadership training, peer education programs and other relevant activities to improve and manage student behaviour.
- 19.1.6 Report regularly to the guidance & counselling officer and seek advice if necessary.
- 19.1.7 Immediately report to the Director of Child Protection or his/her delegate, if the counsellor has reason to believe a child is in need of protection. Counsellors have a legal duty to report and may inform their headteachers or principals.
- 19.1.8 Develop a good behaviour student award system.
- 19.1.9 Urgently report to the school authorities any Water Sanitation and Hygiene (WaSH) issues when identified, such as poor or dirty toilets and general sanitation conditions, broken water pipes or leaking taps and general untidiness of school facilities that students use.

19.2 Share best practices and learning about counselling

- 19.2.1 Advocate for the importance of guidance & counselling services as strategies of behaviour management.
- 19.2.2 Provide proactive and reactive strategies to the school administration to address student behaviour. The school based counsellor must not be involved in any disciplinary decision-making.
- 19.2.3 Contribute to the writing and review of a school's behaviour management policy, rules or code of conducts.
- 19.2.4 Organise professional development for teachers on basic counselling skills, child protection and behaviour management strategies. Help train teachers to teach universal values and social skills to students.
- 19.2.5 Continue to learn more about behaviour management and counselling practices. Share best practices with other professional colleagues.
- 19.2.6 Seek supervision from the guidance & counselling officer.

20. The responsibilities of the headteacher or principal

A well-managed school under prudent leadership has fewer behavioural problems. The headteacher or principal manages and leads the school to create an effective, safe and caring environment for teaching and learning.

The headteachers and principals have the responsibility to:

20.1 Manage a safe, healthy and well-behaved school

- 20.1.1 Be a role model for good behaviour.
- 20.1.2 Manage the school effectively, honestly, fairly, and be accountable.
- 20.1.3 Ensure the school is a safe, clean, well supervised and healthy environment. Have clean Water, Sanitation and good Hygiene (WaSH) facilities in place. Make sure classes are supervised when teachers are absent.
- 20.1.4 Ensure sanctions never deliberately cause physical, emotional or mental harm to students. Violence and corporal punishment are never to be used.
- 20.1.5 Inform the police, school board chairperson and provincial education officers immediately if serious criminal offences are committed by students. Take administrative action to remove students or prevent them from attending classes if there is a clear and serious danger to other students, people or property.
- 20.1.6 Immediately report suspensions and potential expulsions to the school board or the Chairperson of the Disciplinary Committee if the board has delegated its authority to this committee. Expulsions must be approved by the school board.
- 20.1.7 Ensure parents/guardians and senior staff are informed promptly of any serious disciplinary case.
- 20.1.8 Immediately report to the Director of Child Protection or his/her delegated authority, if the headteacher or principal has reason to believe a child is in need of protection.
- 20.1.9 Ensure staff is familiar with processes of mandatory reporting of children in need of special protection.

21. The responsibilities of the Church Agencies

Many schools have aims which reflect the philosophy of their church agencies. These agencies have important roles to play in supporting schools to improve student behaviour. In general, students who learn values such as compassion, respect, empathy, non-violence and personal responsibility will develop positive virtues and

display noble behaviour.

The Church Agencies have the responsibility to:

21.1 Support positive behaviour management practices

- 21.1.1 Support their agency schools to develop their own school behaviour management policies, rules and school code of conduct based on the rights and responsibilities in this policy and the philosophy of the agency.
- 21.1.2 Promote positive and non-violent approaches to behaviour management in agency schools, including counselling and the banning of corporal punishment.
- 21.1.3 Ensure expulsion is used as a last resort in agency schools and that the expulsion and appeals process conforms to this policy.

21.2 Work in partnership

- 21.2.1 Work in partnership with school inspectors and guidance & counselling officers to manage and improve student behaviour in schools.
- 21.2.2 Work in partnership with DoE to train church agency officers in behaviour management, guidance & counselling strategies.

21.3 Promote best practices on teaching and counselling

- 21.3.1 Ensure school based counsellors in agency schools have successfully completed a DoE approved training.
- 21.3.2 Ensure high quality teaching of religious education which develops life skills, good values and positive self-esteem in all students, besides taking an interest in WaSH facilities in their agency schools.
- 21.3.3 Contribute to the development and review of this policy and other school behaviour management initiatives.

22. The responsibilities of the Non-Government Organisations (NGOs) and Private Sector

The NGOs and the private sector have a responsibility to help parents, schools, Department of Education and school governing bodies to develop, implement and review this policy. The private sector has a responsibility to help, create and maintain positive student behaviour in schools. Different NGOs could contribute to WaSH facilities and programs. They help schools in the implementation of School Related Gender Based Violence (SRGBV) intervention and prevention programs.

23. The responsibilities of the school board

The school board is the body that governs the management of the school or institution and has a vital role in improving the school. It could be a board of management or board of governors or governing council.

Under the current Education Act, 1983 and provincial education acts that are in force, the school board is responsible for making school rules and decisions about expulsion and suspension. This policy states that all stakeholders must be involved in making school rules.

To help implement this policy school boards have the responsibility to:

23.1 Support a safe, healthy and well-behaved school

- 23.1.1 Make sure that all students and teachers work in a safe, healthy and peaceful environment with adequate resources for learning.
- 23.1.2 Create a peaceful, effective working relationship between the school and the parents/guardians and community regarding student behaviour.
- 23.1.3 Appoint male and female school based counsellors, if applicable.

23.2 Develop and supervise a school behaviour management policy

- 23.2.1 Write and regularly review the school's behaviour management policy and ensure it is in line with this policy.
- 23.2.2 Ensure students, parents, guardians and teachers are involved in the writing of the school's behaviour management policy and that every stakeholder understands the purpose and procedures.
- 23.2.3 Approve the school's behaviour management policy and arrange for review by the school inspector as part of the SLIP.
- 23.2.4 Support and supervise the implementation of the school's behaviour management policy.

23.3 Decide carefully on student expulsions

- 23.3.1 Ensure all students have the opportunity for learning. Expulsion is the last resort and is to be used only for serious offences. It can also be used for repeated disruptive behaviour when counselling and other sanctions and strategies have been exhausted.
- 23.3.2 Ensure students are not expelled for pregnancy.
- 23.3.3 Delegate disciplinary powers to suspend students for a stated length of time to the head teacher, who must immediately report any suspension to the chair of the school board or the chair of the discipline committee.
- 23.3.4 Delegate disciplinary powers to a school board disciplinary committee, if necessary. The school board or its delegated committee makes decisions on expulsions.
- 23.3.5 Ensure equal representation of men and women on the school board or disciplinary committee for making decisions about student expulsion. The board must also ensure any members of the board who have conflicts of interests withdraw for expulsion decisions.
- 23.3.6 Give a fair, detailed, prompt and impartial hearing to students and parents/ guardians in cases of expulsion.
- 23.3.7 Ensure all concerned parties have a fair opportunity to represent themselves when the board meets to discuss a possible expulsion. The student concerned can ask for an observer to accompany them during the meeting.
- 23.3.8 Keep an accurate written record of expulsion decisions made by the board and immediately report these to the Provincial Education Board and the Provincial Disciplinary Appeals Committee.

7. SCOPE

This policy covers all schools registered with the National Education System and applies to all provinces and districts across PNG. It includes the students, school staff, National and provincial education personnel, relevant organisations and stakeholders who are/will be involved in implementing this policy.

1. Abbreviations

BoG	Board of Governors
BoM	Board of Management
GC	Governing Council
DoE	Department of Education
NEB	National Education Board
NGO	Non-Government Organisation
NQSSF	National Quality School Standard Framework
P&C	Parents and Citizens group
PEA	Provincial Education Adviser
PEB	Provincial Education Board
PNGTA	Papua New Guinea Teaching Association
SBC	School Based Counsellor
SLIP	School Learning Improvement Plan
SRC	Student Representative Council
SRGBV	School Related Gender Based Violence
TIP	Teaching In-Service Plan
TSC	Teaching Service Commission
UN	United Nations
UNICEF	United Nations Children's Fund

3. Related Documents

The Laws and Acts that support this policy

This policy builds on and replaces the earlier Ministerial Policy Statement 3/2000 and Secretary's Circular 52/2000

The policy lays out the operational behaviour management responsibilities of teachers, schools and other elements of the national education system based on national laws, international obligations and DoE procedures.

International obligations

1. United Nation Convention on the Rights of the Child (1989; signed by PNG in 1993)

Article 28 refers to the right to education.

Article 29 which is the right to an education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 19 which is the right to be protected from being hurt or badly treated.

Article 37 which is the right not to be punished in a cruel or hurtful way.

In this document 'children' refers to anyone under the age of 18.

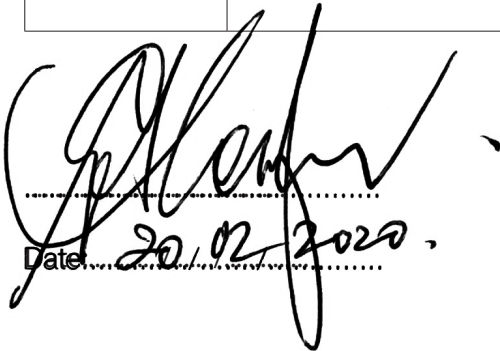
National laws

- 1. Education Act, 1983 (Consolidated to No. 13 of 1995)**
- 2. Teaching Service Commission Act, 1998 (Consolidated to No. 20 of 1995)**
- 3. Lukautim Pikinini Act (2015) for children under the age of 18**
- 4. Juvenile Justice Act 2014 for children under 18 years old**
- 5. Relevant criminal law including Summary Offence Act**
- 6. NICTA National Information and Communication Technology Act 2004 Amended 2009**
- 7. Cyber Crime and Cyber Security Act**
- 8. Department of Education policies and guidance**
 - 8.1. PNG Teachers Association Code of Ethics, 2002**
 - 8.2. DoE HIV/AIDS Policy for the National Education System of PNG, 2011**
 - 8.3. Gender Equity in Education Policy 2009**
 - 8.4. Special Education Policy (1993, revised 2004)**
 - 8.5. National Education Plan 2020-2029.(Draft).**

4. CONTACT INFORMATION

National Department of Education
PO Box 446
Waigani
NCD
Papua New Guinea
Phone:
Email: grp_Guidance&Counselling@education.gov.pg

Effective Date	Authorized by	Signature	Version number	Comments
	Dr. Uke Kombra (PhD) Secretary for Education		Version # 1	This policy has been approved by both Minister & Secretary for Education



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