

# Behaviour Management

A guide for schools

*Improving student behaviour and welfare*



Papua New Guinea  
Department of Education



# Behaviour Management

A guide for schools



Department of Education

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## Acknowledgements

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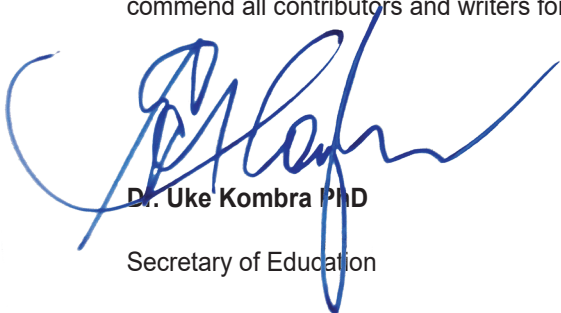
Schools play a key role in teaching and assisting children in learning how to become responsible, educated and skilled citizens who can contribute positively to their families, communities and the nation. The Behaviour Management Policy for the National Education system of Papua New Guinea (PNG) is a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

One aspect of the structural reform of the education system is an increase in the number of children and young people enrolled in schools. This means that not only are there greater numbers of students in schools but there is greater diversity amongst the student population. This, together with social and cultural changes in PNG have created a situation where teachers and headteachers are faced with a greater range of student issues and problems in schools.

In order to meet this challenge, schools are required to learn effective ways to manage and respond to student misbehaviour and to improve the wellbeing of students. The Department of Education is committed to supporting teachers and schools. The Behaviour Management Policy and this supplementary guide are important strategies to help schools and other stakeholders to foster positive behaviour and development of students.

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

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



**Dr. Uke Kombra PhD**  
Secretary of Education

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

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

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

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



## Guiding principles of behavior management



**Principle 1:**  
Right to education

**Principle 2:**  
Right to respect, equality and fairness



**Principle 3:**  
Right to safe learning environment

**Principle 4:**  
Right to good quality education





**Principle 5:**  
Right to fair and consistent rules

**Principle 6:**  
Right to a school behaviour management policy



**Principle 7:**  
Right to access counselling and referral services



**Principle 8:**  
Best practice and cooperation



**Principle 9:**  
Personal responsibility



## The roles of students

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

### The Department of Education expects all students to:

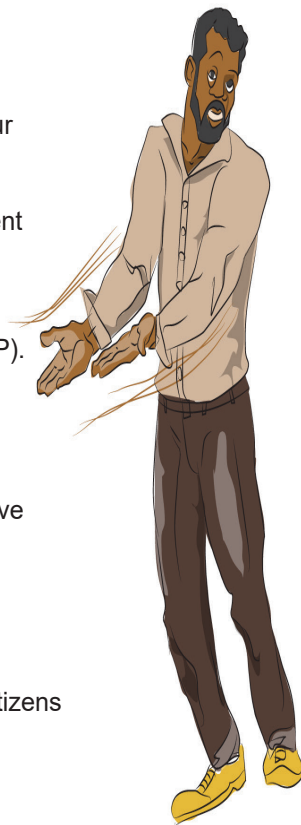
1. Do their best in school and follow every school rule and uphold self-respect and appreciate their families.
2. Treat peers in a caring and friendly way regardless of their gender, sexuality, health, disability, religion, race or cultural background.
3. Solve problems and conflicts in a peaceful way 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 (SRC).
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.

**BMP Page 12**

## The roles of headteachers/principals

A well-managed and well-led school is a school with fewer behaviour problems. The headteacher manages and leads the school to create an effective, safe and caring environment for learning.

- 1 Work with school boards, parents, students and teachers to develop the school behaviour management policy.
- 2 Implement the School Behaviour Management Policy (SBMP).
- 3 Include student behaviour and welfare in the School Learning Improvement Plan (SLIP).
- 4 Build capacity for teachers and school boards.
- 5 Ensure School Based Counsellors (SBC) have adequate time and suitable place to conduct student counseling.
- 6 Ensure effective teaching of life skills
- 7 Fully support and participant in Parents & Citizens (P&C) meetings.
- 8 Connect with external support and referral services.



## The roles 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 school without use of corporal punishment.

- 1 Support the headteacher to develop and implement the SBMP.
- 2 Attend any relevant capacity building trainings
- 3 Refer student behavioural issues to appropriate persons.



## Roles of Board of Management and Governors/Governing Council.

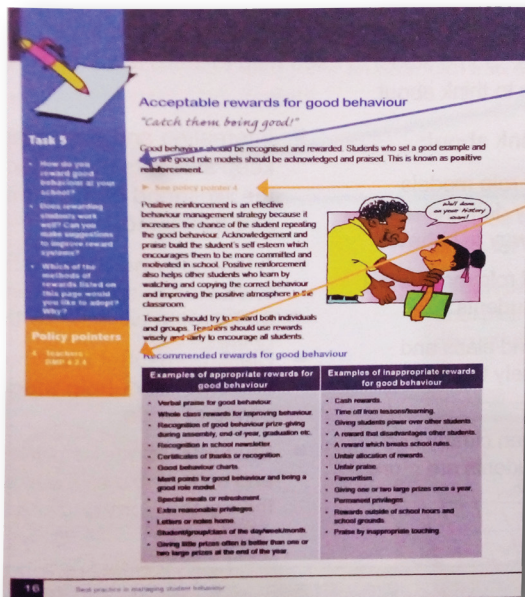
BMP 23 pg 30

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 (consolidated to No.13 of 1995) 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.

- 1 Support a safe, healthy and well-behaved school
- 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.
- 3 Approve the school's behaviour management policy and ensure it is facilitated in the SLIP.
- 4 Support and supervise implementation of BMP.
- 5 Decide carefully on student expulsion.

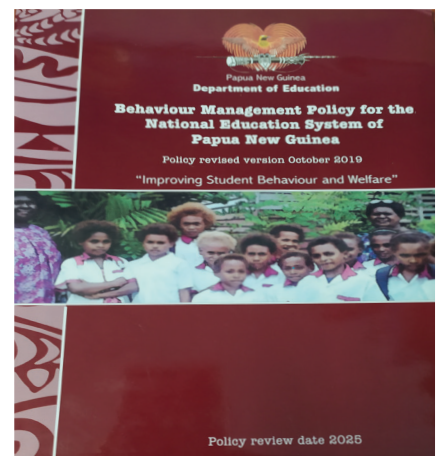
## How to use this guide



Task box

Policy pointer

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

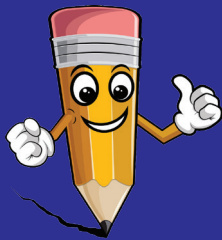


### NOTE ON POLICY POINTERS

The BMP is described by listing the responsibilities of students, parents and guardians, communities, teachers, school based counsellors, headteachers, school boards, governing councils, church agencies, PEBs, inspectors and TVET inspectors, guidance officers, the DoE, the TSC, and the NEB.

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

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



## Task 1

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

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

Here are some points to think about:

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

see policy pointer 1

## Managing student behaviour in school

Teachers and headteachers have many successful strategies for dealing with poor behaviour in school. Positive behaviour management focuses on actively preventing and minimising disruption. Well prepared, dynamic and effective teachers have fewer behaviour problems.

Well managed schools with strong and effective leadership have fewer issues. Teachers need to have a consistent, fair and transparent approach and at all times, make decisions that are in the best interest of the students.





## Creating an environment for good behaviour

### Behaviour management strategies for the classroom

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

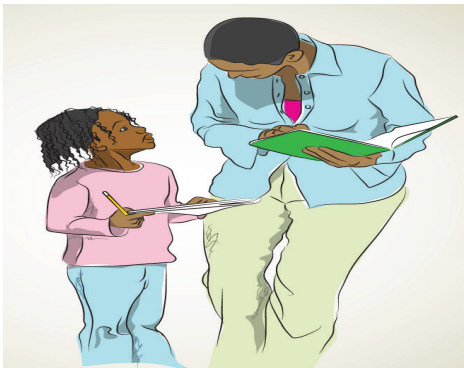
see policy pointer 2

### Responding to behaviour

- Reward and praise good and improving behaviour.
- Keep a simple behaviour record to share regularly with parents, students and fellow teachers. Don't forget to record good behaviour and improving behaviour.
- Provide clear instructions and time limits for any sanctions.
- Inform parents and guardians of unexplained absences and repeated disruptive behaviour.



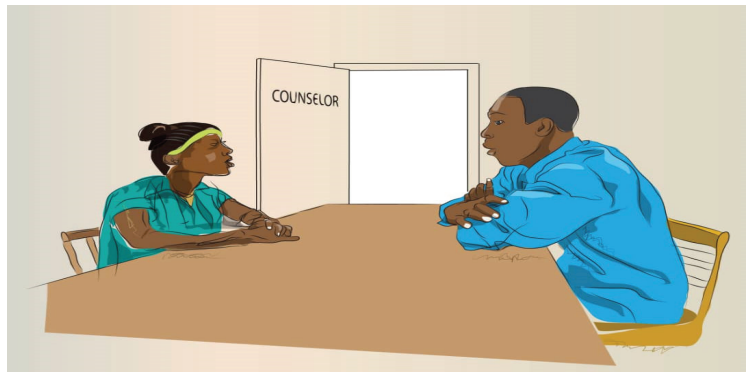
Ensure all students know the consequences for poor behaviour. Be firm, fair and consistent.



Avoid labelling students. Focus on their behaviour and how they can improve.

If a student misbehaves, stay calm and do not get into an argument. Ask the student to leave the room and focus on the other learners.

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

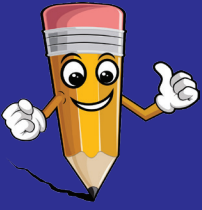


### Task 2

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

Policy pointers  
1 Students  
BMP 1 (pg 13)

2 Teachers  
BMP 18.2 (pg 25)



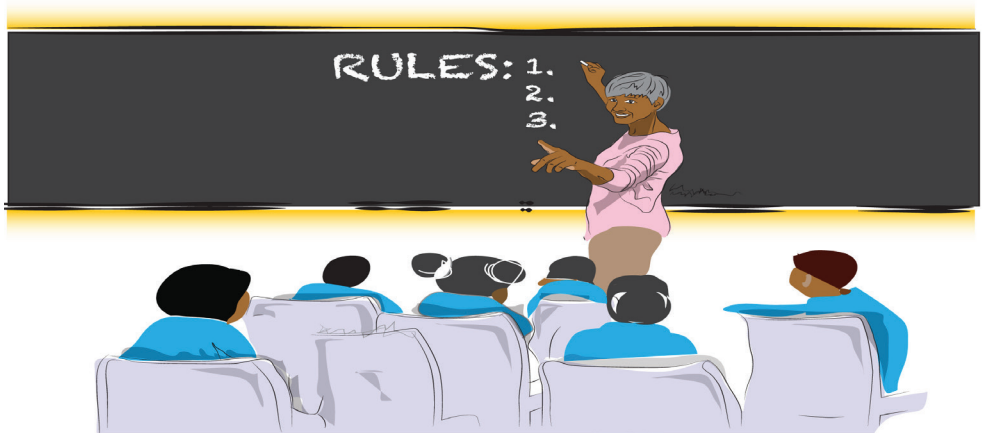
### Task 3

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

## Classroom rules

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

Classrooms could produce their rules like the poster shown below.



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

*All students agree to:*

- 1. Come on time to classes*
- 2. Work hard in class*
- 3. Look after the classroom and keep it clean & tidy*
- 4. Treat others with kindness and respect*
- 5. Resolve problems and disagreements calmly, sensibly & fairly*
- 6. Move and work inside the classroom safely*

**SAMPLE  
CLASSROOM  
RULES**

## Classroom environment



Think carefully about seating arrangements that help learning.

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

## Classroom management

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

## Behaviour management for headteachers

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

### Leadership

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

### Learning

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



Encourage students to establish clubs, organizations, church activities and sporting events that promote good behaviour.

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

### Rewards and recognition

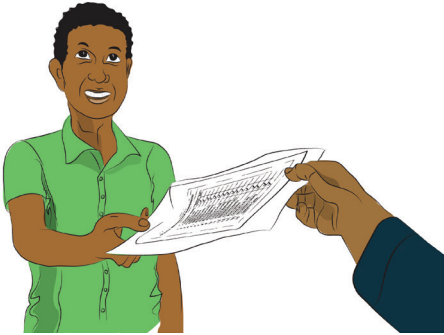
- Reward good and improving behaviour as often as possible through school systems like credit points, prize giving assembly, newsletters, letters home etc. It is better to have lots of small regular rewards rather than one large reward during graduation.

### School rules

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

### Management of staff

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



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

### Supervision of students

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



Ensure students are always supervised during break and lunchtimes

### Reporting

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

### Crisis management

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

see policy pointer 3



### Task 4

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

### Policy pointer

3 Headteachers  
BMP 20 (pg 28)



### Task 5

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

### Policy pointer

#### 4 Teachers

BMP 18.2.4/18.2.6  
(pg 25)

## Acceptable rewards for good behaviour

*“Catch them being good!”*

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

**\*see policy pointer 4**

Positive reinforcement is an effective behaviour management strategy because it increases the chance of the student repeating the good behaviour. Acknowledgement and praise build the student's self-esteem which encourages them to be more committed and motivated in school.

Positive reinforcement also helps other students who learn by watching and copying the correct behaviour and improving the atmosphere in the classroom.



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

## Recommended rewards for good behaviour

### Examples of appropriate rewards for good behaviour

- Verbal praise for good behaviour
- Whole class rewards for improving behaviour.
- Recognition of good behaviour prize-giving during assembly, end-of-year, graduation etc.
- Recognition in school newsletter.
- Certificates of thanks or recognition.
- Good behaviour charts.
- Merit points for good behaviour and being a good role model.
- Special meals or refreshment.
- Extra reasonable privileges.
- Letters or notes home.
- Student/group/class of the day/week/month.
- Giving little prizes often is better than one or two large prizes at the end of the year.

### Examples of inappropriate rewards for good behaviour

- Cash rewards
- Time off from lessons/learning.
- Giving students power over other students.
- A reward which breaks school rules.
- Unfair allocation of rewards.
- Unfair praise.
- Favoritism
- Giving one or two large prizes once a year.
- Permanent privileges.
- Rewards outside of school hours and school grounds.
- Praise by inappropriate touching.



## Consequences for poor behaviour

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

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

\*see policy pointer 5

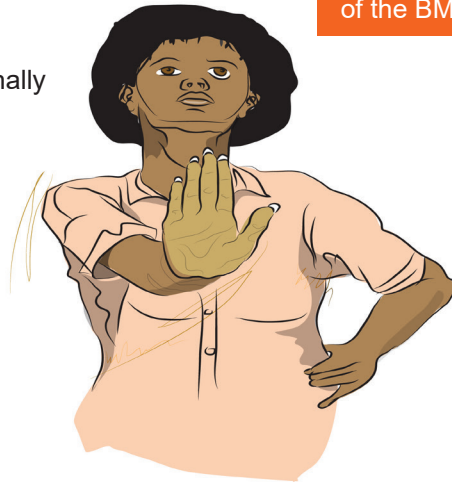
Acceptable and unacceptable sanctions for students

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

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

Any sanction for misbehavior should follow these principles and should:

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



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

**Task 6**  
Punishment can have a very negative influence on children. As a result, the term 'sanction' is used instead of 'punishment'.

Discuss with a colleague why this is a good idea.

**Policy pointer**  
5 Headteachers  
BMP 20.1.4  
(pg28)  
See also Principle 5 at the beginning of the BMP



missing out on non-essential class activity



Litter picking



Report regularly to the headteacher

## Examples of appropriate sanctions

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



### Task 7

.Which are the 3 most common sanctions used at your school? Why?

.In your opinion, do your students respond better to sanctions or to rewards?

.Discuss.

Which of the appropriate sanctions in the table have you never used?

.Why? Would you use them in the future?

## Examples of inappropriate sanctions

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

see policy pointer 6



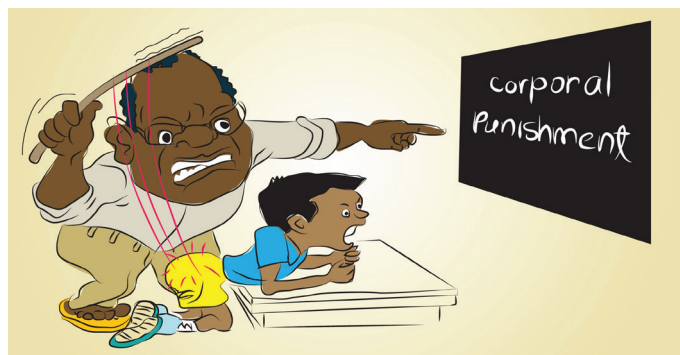
Extreme physical work

### Policy pointer

6 Teachers  
BMP 18.2.2  
(pg 25)

States that “sanctions should never deliberately cause physical, emotional or mental harm to students”.

Humiliating or cruel punishment





### Task 8

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

### Policy pointers

- 7 Headteachers  
20.1.5/20.1.6/20.1.7  
(pg 28)
- 8 Guidance Officers  
BMP 8.3.3 (pg19)
- 9 Parents  
BMP 2.3.5 (pg 15)

## Restraint and reasonable force

A common concern of teachers is what to do if a student is violent. This may include physically holding a person, holding their hands or arms, separating fighting students, forcibly removing a weapon.

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

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



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



See policy pointer 7



## Suspending students

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

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

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

### Steps to follow when considering suspension

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

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



### Policy pointers

10 Headteachers  
BMP (20.1.6 (pg 28)  
11 School Boards  
BMP 23.3.5 (pg 30)  
12 Church Agencies  
BMP 21.1.3 (pg 29)  
13 PEBs  
BMP 16 (pg 23)  
PEB BMP 16 (pg 23)  
discusses appeals.  
14 Headteachers  
BMP 20.1.5 (pg 28)

## Expelling students

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

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

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

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

See [policy pointer 10](#)

## Involving the police

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



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

## Examples of misbehavior that will be dealt with initially through other behaviour management strategies in school.

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



## Examples of serious misbehaviors that may lead to suspension and possibly to expulsion. The police may be involved.

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



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

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



See policy pointer 14



## Task 9

Read the case example on mediation.

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

## Case Example: Successful Mediation

*A group of Grade 7 male students, aged between 14 and 16 years, were caught by their class teacher viewing pornographic photographs. The students were taken to the police station and questioned. They were then sent home and told to return the next day with their parents.*

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

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

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

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

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

*The guidance officer showed the Behaviour Management Policy to the parents, teachers and police and spoke about the right of the children to have education.*

*He also made several suggestions about other more appropriate and effective*

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

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

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

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

This section includes some common issues which occur in schools.

## Dealing with bullying

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

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

### Examples of bullying behaviour

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

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

## Characteristics of bullies and victims

**Policy pointer**  
15 Parents  
BMP 2 (pg 14)  
See also BMP DoE  
item 9 (pg 12)

### Bullies

- Often have been exposed to violence and fighting at home.
- May have feelings of jealousy or resentment.
- Use aggression and threats to resolve problems
- Often discriminate against those who are different or vulnerable.
- May think of themselves as superior because of their physical appearance or social status etc.
- May have been bullied themselves or are victims of family violence.
- Can be an individual or a group.

### Victim

- May have low self-esteem.
- May feel lonely and frightened.
- May have difficulty making friends.
- May have characteristics that make them easy target for teasing (i.e. poor, disability).
- May avoid school and social activities.
- May blame themselves
- May feel rejected.
- May feel like they don't fit in.

See [policy pointer 15](#)

## Strategies to deal with bullying in schools

### Proactive Strategies

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



## Task 10

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

### Reactive Strategies

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

### Strategies to teach students

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

## Bullying and cult activities

Much of the behaviour described as 'cult activities' are forms of serious bullying. This happens when one individual or group of students attempts to gain power over others by using threats, physical force and intimidation against other students so they will conform and participate in their activities.

For example, threatening younger students with beatings, excluding students from talking to their peers, forcing other students to perform tasks or actions against their will, like smoking marijuana, performing sexual acts or stealing others possessions. Many of these behaviours are also criminal offenses and must be referred to the police.





## Cults and generation names

All educational institutions should deal with harmful student subcultures.

see [policy pointer 16](#)

### Student Subculture

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

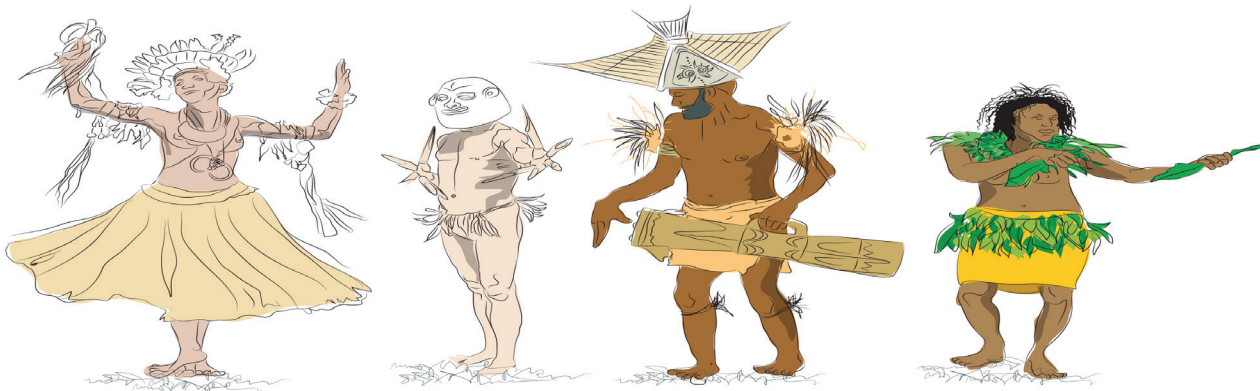
Student subcultures are more common in boarding institutions where young people are away from the supervision of their parents and family.

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

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

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

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



### Task 11

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

### Policy pointers

16 Headteachers  
BMP 20.1.5 (pg 28) /  
HT Role point # 8

17 Guidance Officers  
BMP 8.2.2/8.2.3 (pg 18)

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

Reasons why students might engage in anti-social subcultures	Reasons why negative subcultures exist in schools
<ul style="list-style-type: none"> <li>• Need for friendship and security.</li> <li>• Poor self-image.</li> <li>• Problems with family.</li> <li>• Away from family and supervision.</li> <li>• Experimentation.</li> <li>• Excitement of something new.</li> <li>• Sense of belonging.</li> <li>• Protection</li> <li>• Peer pressure/intimidation.</li> <li>• Lack of achievement in school.</li> <li>• Lack of direction/supervision from staff/parents.</li> <li>• Existing beliefs in witchcraft and sorcery (puripuri).</li> </ul>	<ul style="list-style-type: none"> <li>• Poor behaviour management in school.</li> <li>• Absence of disciplinary policy or procedures.</li> <li>• Insufficient counselling and student support.</li> </ul>

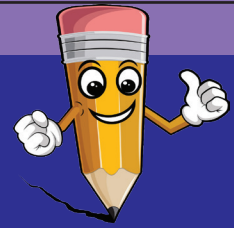
## Strategies to deal with student subcultures in schools

### Proactive strategies

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

### Reactive strategies

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



## Drug and alcohol use

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

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

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

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

\*see policy pointer 18

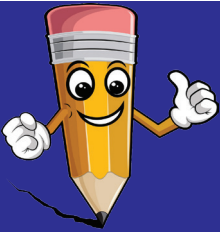
### Task 12

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

### Policy pointers

18 Students  
BMP 1.1.3 – SAY NO!  
(pg 13)  
19 Parents  
BMP 2.1.2 (pg 14)  
20 Communities  
BMP 3.1.1 (pg 15)





### Task 13

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

### Reasons why students might consume alcohol or drugs

- Celebrations and relaxation.
- Peer pressure.
- To fit in with other groups.
- Experimentation.
- Escape from problems at home and school.
- Influence of family and relatives.
- Boredom, loneliness or insecurity.
- Gain attention.
- To feel better.

Some consequences for young people using alcohol and drugs

#### Short term

- Get drunk or high.
- Make poor decisions.
- Take unnecessary risks.
- May become argumentative.
- Drink too much and vomit and /or pass out.
- Become anxious and paranoid (using marijuana)
- Do things they would not normally do like engage in sexual activities, vandalism and other anti-social behaviours.

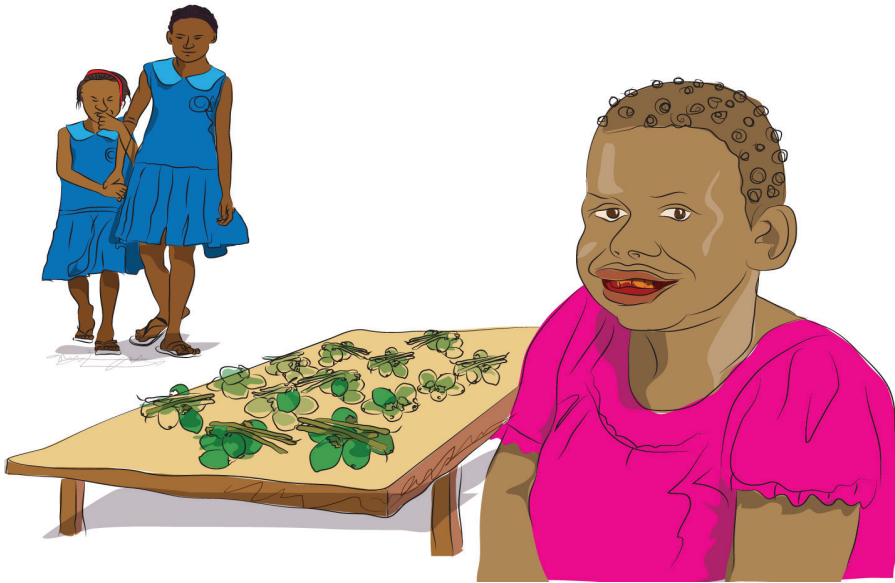
#### Long term

- Serious physical damage to their bodies and brains.
- Poor concentration.
- Reduce memory capability.
- Poor performance at sport.
- Poor attendance at school.
- Drop in academic performance.
- Development of psychological problems like depression, anxiety and other mental illnesses.
- May become angry and aggressive, get into fights with people.
- May become withdrawn and stop hanging out with regular friends.
- Alienated from friends and family because of behaviour.



### Task 14

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



## Betelnut

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

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

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

### Strategies to deal with drug and alcohol use in schools:

#### Proactive strategies

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

### Policy pointers

21 Students  
BMP 1.1 (pg 13)

22 Headteachers  
BMP 20.1.1/20.1.3  
(pg 28)  
HT Role point # 6

23 Church Agencies  
BMP 21.3.2 (pg 29)

### Reactive strategies

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

### Tactics that don't work

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

**\*see policy pointer 21**

## Courtship and student relationships

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

Courtship and relationships are a normal part of adolescent life.

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

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

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



## Dealing with pregnancy

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

**Pregnant students cannot be expelled.** Expulsion is only for serious criminal or repeated offences. Expelling a pregnant student increases the risk to the student themselves and the unborn baby.

Expulsion for pregnancy also encourages illegal and unsafe abortions. The right to education and a school's duty to protect students from harm takes precedence.

**see policy pointer 24**

### Strategies to deal with pregnancy in schools

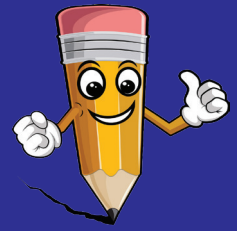
Careful decisions should be made in consultation with the student, father of the child, headteacher, school board, school based counsellor and parents/guardians. It is important that parents ensure the baby is adequately cared for before the student returns to school.

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

**See policy pointer 25**



## Issues around responding to pregnancy



### Task 15

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

### Policy Pointers

24 School Boards  
 BMP 23.3.2 (pg 30)  
 25 Teachers  
 BMP 18.1.2 (pg 25)/  
 BMP 18.3.2 (pg 26)

#### For expelling a pregnant student

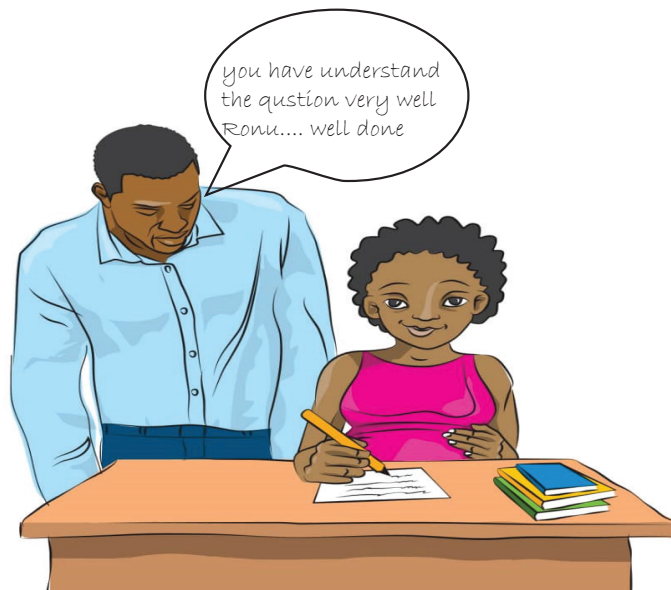
- Expulsion is a deterrent – might stop others.
- Sex before marriage is considered immoral by some.

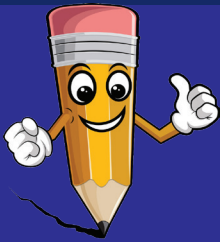
#### Against expelling a pregnant student

- Student has a right to education.
- Expulsion encourages illegal abortion
- Traumatic event for student- they need support and care not sanction
- Stops the education of the young woman and destroys her future prospects and those of her unborn child.
- Discriminatory unless you expel the male student.
- Another chance to change her behavior.
- Adding punishment to trauma is unethical
- Not a serious or criminal event that harms others.

### Strategies include:

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





### Task 16

Locate and read the DoE HIV/AIDS Policy if possible. Do you know of any cases of HIV/AIDS and COVID-19 in your school? What steps are being taken in your school to prevent the spread of HIV and COVID-19? How many cases of TB are there in your school? Which outside groups or individuals come into your schools and talk about HIV/AIDS and COVID-19?

### Policy pointers

26 Students  
BMP 1.1.4 (pg 13)  
8 Refer back to the box “DoE expects students to ...”  
Point 2, 3,4 and 5  
(pg 12)  
27 Guidance Officers  
BMP 8.2.3 (pg18)  
28 Teachers  
BMP 18.1.2 (pg 25)  
/18.3.2 (pg 26)

## Dealing with HIV/AIDS, COVID - 19, TB and other serious health issues

Health issues such as HIV/AIDS, COVID - 19 and TB are not discipline problems but are a concern for teachers and school staff. Students experiencing health problems require support, assistance and care.

If a teacher suspects a child requires medical treatment, they should inform the parents and refer to health professionals.

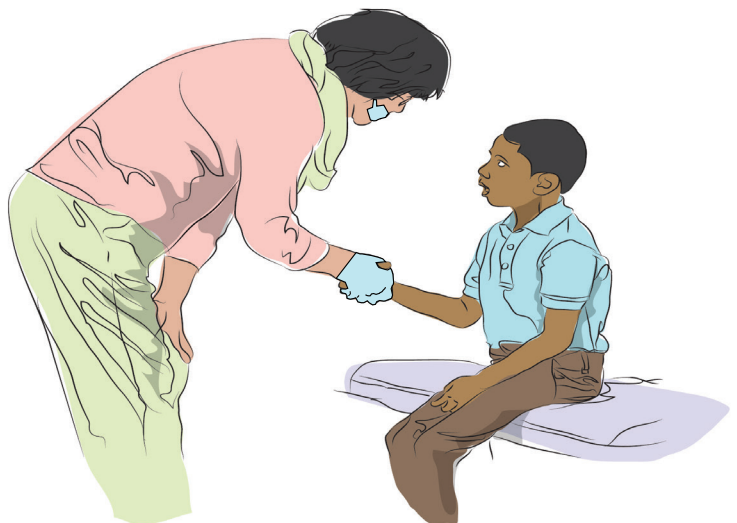
At all times, school staff should respect confidentiality and not

- disclose the health status of any student or their family members. School staff should attempt to minimize the risk of the deterioration of the student’s health by monitoring students with health problems.
- School staff should also minimize the risk of contagious diseases spreading to other students.
- Staff should ensure that there is no bullying of students with health issues and ensure that students are not discriminated against because of health issues. Staff should try to assist those students who have particular hygiene and nutritional needs.
- The DoE HIV/AIDS Policy provides directions for how school staff can deal with HIV/AIDS
- TB is not infectious after two weeks of effective treatment. Therefore, students with TB should be allowed to attend school following treatment and teachers should support students by monitoring symptoms and medication. Schools should refer to TB DOTS materials and their local health clinic.

The school has a role to play in advocating for positive health by educating students about their health and diseases. External

- resources, such as NGOs and community health workers can assist schools in raising awareness about specific health issues.

See policy pointer 26



## Dealing with student strikes

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

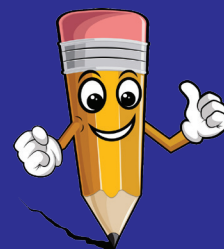
1. Acknowledge the students' issues or problem when it is first brought to attention. Pretending the problem does not exist or ignoring it will only intensify the students' protest.



3. All staff must stay calm. Overreacting or becoming angry with students will lead to confrontation.
4. Students should be encouraged to use the proper channels to lodge their complaint. This includes one or two students meeting with the headteacher, using the SRC, calling forums and asking parents or community leaders to advocate for the students.

5. When deciding how to respond to the strike, headteachers should consult with their senior management team rather than making any decisions individually.

6. The strike needs to be dealt with in a transparent, fair and firm manner. Consideration should be given to the factors leading up to the strike, how and if the students first raised their concerns and the actions of both students and teachers addressing the students' concerns.



### Task 17

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

## Child protection in schools

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

See policy pointer 29



### Lukautim Pikinini Act, 2015

It is important for teachers and headteachers to understand the legal duty to report child abuse under the Lukautim Pikinini Act 2015. It is recommended that all schools have a copy of the Lukautim Pikinini Act 2015 and staff are encouraged to read and understand this law.

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

According to Lukautim Pikinini Act 2015, children in need of protection include children who are experiencing or being exposed to violence, sexual or physical abuse, exploitation, drug and alcohol abuse, children engaged in sex work, children whose basic needs are neglected by parents/guardians.



## Task 18

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

## Types of abuse

### Physical abuse

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

### Sexual abuse

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

### Emotional/psychological abuse

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

### Neglect

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

How can I tell if a student is being abused?

It is sometimes difficult to determine if the child is a victim of abuse or there are other reasonable explanations for the child's situation. There are often signs and symptoms which indicate that a child may be suffering from physical, sexual or emotional abuse. Some of these indicators are listed in the table on [page 44](#).

## Policy Pointers

29 Parents

BMP 2.1.2/2.2.4 (pg 14)

30 Communities

BMP 3.1.1 /3.1.2 (pg 15)

31 School Based Counsellors

BMP 19.1.7 (pg 27)

32 Headteachers

BMP 20.1.9 (pg 28)/HT

Role point # 8

33 Inspectors

BMP 9.3 (pg 20)

34 Guidance Officers

BMP 8.3.5/8.3.6/8.3.7

(pg 19)

## Physical abuse

- The child tells you (verbal disclosure).
- Someone else tells you.
- Bruising on the face, head and neck.
- Welts and cuts (lacerations) (cuts) on the body.
- Broken bones.
- Marks on the body show that child was hit with an object (belt mark, hand print).
- Multiple injuries and bruising.
- Explanation given for injuries doesn't make sense.
- Burns and scalds.
- Head injuries.

## Emotional abuse

- Feelings of worthlessness.
- Low self-esteem.
- Does not value others.
- Lack of trust.
- Poor interpersonal skills (doesn't relate well to others).
- Extreme attention seeking or risk taking behaviour.
- Extreme criticism, hostility, and rejection by parents /guardians.
- Behavioural disorders e.g. aggressive, disruptive, withdrawn.
- Exposure to family violence.

## Sexual abuse

- Child tells you directly or indirectly (verbal disclosure).
- Inappropriate sexual behaviour for age.
- Describes sexual acts in detail.
- Self-destructive behaviour, harming self, suicidal behaviour, drug and alcohol abuse.
- Going to bed fully clothed.
- Running away from home.
- Bleeding from anus, vagina or external genitalia.
- Unexplained money or gifts.
- Child in contact with known perpetrator.
- Sexually transmitted infection.
- Adolescent pregnancy.
- Injuries to sexual organs, bruising to breasts, buttocks, lower abdomen or thighs.

## Neglect

- Poor standards of hygiene and poor health.
- Scavenging or stealing food.
- Staying behind at school, hanging around for long times in public places, others' homes.
- Extreme longing for adult affection.
- Not wanting to interact.
- Anxiety or fear about being left or abandoned.
- Self-comforting behaviour, e.g. rocking, sucking.
- Untreated physical problems (i.e. Sores, head lice, coughs that don't go away).
- Child or young person left alone for long periods.
- One child or young person treated differently in the family from other children, for example, made to do extra chores, blamed for problems.

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

## Assessing risk

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

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

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

## What to do?

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

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

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

## Sample child protection report

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

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

### SAMPLE CHILD PROTECTION REPORT

School: \_\_\_\_\_

District/Region: \_\_\_\_\_

Headteacher: \_\_\_\_\_

Name and position of person making report: \_\_\_\_\_

How old is the student? \_\_\_\_\_ Are they male or female? \_\_\_\_\_

What grade are they enrolled in? \_\_\_\_\_

#### Details of the concerns

Why are you concerned about the student?

Why do you suspect the student is being abused?

Is the student at immediate risk? In what way?

What actions have you taken so far?

What suggestions do you have to assist the student?

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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



## How to deal with perpetrators in schools

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

### What happens when a teacher has allegedly abused a student?

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

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

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



## TASK 19

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

## Abuse by students

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

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

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

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

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

## Authorized person for charging teachers

Authorized person for charging/suspending members of teaching service	Teachers against whom charges/suspension may be made
<ul style="list-style-type: none"> <li>•Teaching Service Commission (TSC) Legal Officers</li> </ul>	<p>All teachers in all member institutions</p>
<ul style="list-style-type: none"> <li>•First Assistant Secretary- Teacher Education &amp; School Inspections</li> </ul>	<p>All teachers in national high schools, teachers colleges, technical colleges, business colleges, PNGEI, special education centres and FODE.</p>
<ul style="list-style-type: none"> <li>•Nominee of the Provincial Education Board</li> </ul>	<p>All teachers in all provincial education institutions</p>
<ul style="list-style-type: none"> <li>•Nominee of Head of Agency</li> </ul>	<p>All teachers in church education institutions within their jurisdictions..</p>
<ul style="list-style-type: none"> <li>•TSC Regional Advisors</li> </ul>	<p>All teachers in all institutions in their respective regions</p>
<ul style="list-style-type: none"> <li>•Regional Directors - School Inspections</li> <li>•Senior Inspectors - Secondary</li> </ul>	<p>All teachers in all high schools and secondary schools in their respective regions.</p>
<ul style="list-style-type: none"> <li>•Senior Inspectors - Primary</li> <li>•Inspectors - Primary</li> <li>•Senior Inspectors - Elementary</li> </ul>	<p>All teachers in the elementary, community and primary schools in all the provinces and districts.</p>
<ul style="list-style-type: none"> <li>•TVET Inspectors</li> </ul>	<p>All teachers in technical schools and vocational centres within their respective jurisdictions.</p>

## Examples of cases of children in need of protection

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

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

**Danny** was a 12-year-old boy in grade 6. Both his parents died of AIDS, but Danny was HIV negative. He lived with his late mother's brother and his family in the city. Danny often lied about his parents because he was ashamed to tell his friends that they had died of AIDS. Danny's aunt and cousins often would call Danny names and saying that he had HIV just like his useless parents. They refused to let Danny share plates or cutlery.

Danny had to wash his own clothes and keep all items separate because the family believed he would make them sick. Danny slept under the house and was rarely allowed inside. If Danny broke any of the house rules, he would be beaten. Often his cousins would demand he work for them and if he refused, they would throw stones at him or tell their mother who would come and beat him. His aunt and cousins felt angry that Danny's uncle paid for his school fees. They believed that the money should be spent on them, not on someone whose parents died of AIDS. They would often argue with Danny's uncle and tell him to send Danny to other relatives, saying he didn't deserve to attend school. One time when Danny's uncle was away for work, the aunt told Danny that he was no longer allowed to stay at the house and if he returned, she would cut him up with the bush knife. She told Danny to pack his things and go. Danny was afraid so he left the house and began wandering the streets. He was too ashamed to go to school because he had few clothes and was not able to wash. He was also scared that his aunt might find out and come to the school to take him away and beat him. When Danny's uncle returned, the aunt told him that Danny had run away and not to bother chasing after him. Danny's uncle tried to find Danny but he was already hanging out with a group of street boys. He had begun to smoke marijuana regularly which he said helped his mind escape from his feelings. He felt like he did not belong to his uncle's family and did not want to return to the house. Danny did not return to school.

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



## TASK 20

- What are the indicators to show a child might be being abused?

- Do your students have access to counselling? If so by who?

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

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

**John** was 16 years old when he began grade 10. John had heard rumors about the older students and how they controlled the school. When John first arrived some of the grade 11 students asked John and other new students to come to a party in their dormitory on the weekend.

John and his new classmates were impressed by the older boys who seemed cool. The older students had girlfriends, smoked and drank. They seemed to have fun and were able to do whatever they wanted.

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

Two weeks later, the students told John to go to their dormitory and clean it. John refused. They told John that if he refused, they would be forced to punish him. They told John he had to respect the older students. Two students beat John badly and took his mobile phone from him. They said the mobile phone was taken as a payment instead of issuing further punishment. This continued for the rest of the year. When John refused to do something for the older students they would beat or rape him. John's academic performance dropped and he failed 3 subjects. He was not able to tell anyone about what was happening. John's parents were very angry that John had not passed Grade 10 and refused to pay anymore school fees. He did not return to school.

**Q: What are the main points in this revised policy?**

A: There are many changes which reflect the changing needs of schools, students and teachers in PNG in the 21st century.

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

**Questions from teachers**

**Q: Our students misbehaved on the way home from school.**

**What should we do?**

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

See policy pointer 35

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

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

**Policy Pointers**

- 35 Parents  
BMP 2.3.1 (pg 15)
- 36 Teachers BMP 18.1.2  
(pg 25)/  
HT Role # 8/
- 37 Guidance Officers  
BMP 8.2.3 (pg 18)
- 38 BOG  
BMP 23.3.2 (pg 30)
- 39 Teachers BMP 18.2.2  
(pg 25)
- 40 Headteachers BMP 20.1.4  
(pg 28)/HT Role point #2 (pg 9)
- 41 BOG  
BMP 23.1.3 (pg30)
- 42 TSC BMP 14.4 (pg 22)
- 6 HT Role point # 5 (pg 9)

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

See policy pointers 36/37

**Q: Can we expel a pregnant student?**

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

See policy pointer 38

**Q: Is grass cutting a good punishment?**

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

See policy pointers 39/40

**Q: Do we need a school counsellor?**

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

See policy pointer 41

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

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

See policy pointer 42

## Policy pointers

- 43 Church Agencies BMP 21.3.2 (pg 29)
- 44 CDD BMP 11.2 (pg 20)
- 45 Teachers BMP 18.2.2 (pg 25)
- 46 Headteachers BMP 20.1.4 (pg 28)
- 47 Inspectors BMP 9.2.3 (pg 20)
- 48 Parents BMP 2.3.5 (pg 15)
- 49 PEB BMP 16.1 (pg 23)
- 50 Headteachers BMP 20.1.5 (pg 28)
- 51 BOG BMP 23.3.1 (pg 30)
- 52 TSC BMP 14.2 (pg 22)
- 53 Teachers BMP 18.2.1/18.2.2 (pg 25)
- 54 Inspectors BMP 9.2.3 (pg 20)
- 55 TSC BMP 14.2 (pg 22)

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

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

See policy pointers 43/44

### Q: Can we hit a naughty student?

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

See policy pointers 45/46/47

## Questions from parents

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

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

See policy pointer 48

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

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

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

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

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

See policy pointers 49/50/51

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

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

See policy pointer 52

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

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

See policy pointer 53

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

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

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

see policy pointers 54/55

See policy pointer 56

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

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

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

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

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

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

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

The responsibilities of a district expulsion appeals committee are to:

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

Parents and the student must be given the decision in writing.

## Appealing against an expulsion

Serious offence or repeated disruptive behaviour (where behaviour management strategies have failed).

Recommendation for suspension or expulsion by headteacher in discussion with senior staff. Student and parents informed immediately verbally and in writing. Board chairperson informed immediately

Immediate (within 2 days) meeting of school board or delegated school disciplinary committee called. Parents and student attend. All parties listened to. Board or committee either rejects, asks for changes or endorses the decision to suspend or expel.

If suspended, student returns to school under probation and close supervision and support.

If expelled, student informed of decision verbally and in writing by headteacher and chairperson of board. Decision made on school fee.

Parents and student have the right to appeal.

Parents and/or students appeal to the PEB or the delegate district education expulsion appeals committee within one month. Committee meets within 15 working days. All parties listened to. Same day decision. School and parents/student informed verbally and in writing by DEA or PEA.

- Uphold the expulsion.
- Uphold the appeal and reinstate the student without further sanction or conditions.
- Uphold the appeal and reinstate the student with binding conditions agreed.
- Uphold the appeal and reinstate the student at another suitable school without further sanction.
- Uphold the appeal and reinstate the student at another school with binding conditions.

## Behaviour Management Policy for ABC Primary School

### Introduction

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

### Vision statement

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

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

### Aim of the policy

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

### Who will implement our policy?

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

### Students' rights

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

**SAMPLE BEHAVIOUR  
MANAGEMENT  
POLICY**

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## Student responsibilities

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

## Responsibilities of teachers/school administration

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

## Responsibilities of the school board of management

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



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## Responsibilities of parents

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

## Strategies

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

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

## Disciplinary procedures

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

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



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

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

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

## Communication

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

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

## Budget

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

## Evaluation

The school's behaviour management policy should be reviewed every two years. All members of the school community, including students, parents, community members, teachers, headteacher and school board will be involved in the review of the policy.

**SAMPLE BEHAVIOUR  
MANAGEMENT  
POLICY**

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# Student Behaviour Management Policy

## ABC Secondary School

### Vision

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

### Aims

ABC Secondary School aims to:

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

### Responsibilities

Students

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

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## Teachers and headteachers

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

## Parents/Guardians

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

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## COMMON SCHOOL RULES

### Sample Minor Rules

These are the common minor rules

1. English is to be spoken at all times in schools
2. All students to study and work hard, be punctual and attend school and all other school programmed activities at all times.
3. Smoking is not permitted in schools
4. Students to be neat, tidy, clean oral health and appropriately attired for all school activities
5. All students must respect themselves, others, teachers, rules and properties
6. Stealing, bribery, vandalism and graffiti are not permitted in schools
7. All ICT Instruments are responsibly managed in schools
8. All students are required to maintain total harmony, safety and politeness at all times in and out of schools



## Samples of Major Rules

These are the major rules

1. Producing, consumption and trafficking of alcohol and drug is not permitted in schools and is expellable and referral for police investigations
2. Arson of school properties is an expellable offence and Police matter
3. Student assaulting teacher is an expellable offence and Police matter
4. It is illegal for a student to produce, be in possession, use and trafficking of fire arms in schools
5. Rape is a criminal offence and Police matter
6. Sexual relationship is a serious, expellable offence and Police matter
7. It is illegal for a student to produce, be in possession, use and trafficking of pornography and homebrew in schools and a Police matter
8. A student can be expelled for 15 consecutive days and 30 cumulative days of absence from school
9. Student-teacher relationship is not permitted
10. Violence, bullying, hurting others and fighting are not allowed in schools



## ABC secondary school rules

All students will agree to abide by the school rules

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



## ABC secondary school behaviour management procedures.

### Preventative strategies

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

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

### Focus areas

To improve the health and wellbeing of our students, each term will have a themed focus area. Teachers, the principal and school based counsellors will design a number of activities in each focus area.

Focus areas for 2022 include:

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



## Reactive strategies

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

## Sanctions and consequences

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

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

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

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

Behaviour	Examples of appropriate sanction/strategy	Communication strategy for parents/guardians
<b>Level 1</b>		
<ul style="list-style-type: none"> <li>• Bullying.</li> <li>• Discrimination.</li> <li>• Abuse of mobile phones and other electronic devices.</li> <li>• Smoking cigarettes and chewing/spitting betelnut.</li> <li>• Obscene language</li> <li>• Graffiti and minor damage to school property</li> <li>• Truancy and poor punctuality.</li> <li>• Rudeness to others.</li> <li>• Petty theft</li> <li>• Other disruptive behaviours and breaking school rules.</li> <li>• Stigmatizing students and staff affected by HIV/AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>• Education about alternate behaviours.</li> <li>• Counselling support for students (victims and perpetrators).</li> <li>• Apologies and sorry letters.</li> <li>• Repairing damage, cleaning mess</li> <li>• Note home.</li> <li>• Loss of privileges.</li> <li>• Reduced participation In social and recreational activities or enjoyable extra – curricular exercises.</li> <li>• Confiscation of item.</li> <li>• Short detention.</li> <li>• Removal from class for short period.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes from teacher in homework diary.</li> <li>• Letter from teacher with request for parents’ signatures after sighting.</li> <li>• Personal communication with parents.</li> </ul>



Behaviour	Examples of appropriate sanction/strategy	Communication strategy for parents/ guardians
<b>Level 2</b>		
<ul style="list-style-type: none"> <li>• Drinking alcohol and homebrew and being drunk or intoxicated.</li> <li>• Making homebrew</li> <li>• Smoking marijuana</li> <li>• Serious incidents of graffiti.</li> <li>• Cult or generation name activity.</li> <li>• Sexual activity on school grounds</li> <li>• Possession of pornography.</li> <li>• Serious bullying.</li> <li>• Petty theft.</li> <li>• Fighting and group fighting which does not cause serious injury.</li> </ul>	<ul style="list-style-type: none"> <li>• Education about alternate behaviours.</li> <li>• Counselling support for students (victims and perpetrators).</li> <li>• Involvement of child protection, juvenile justice or other NGO and community groups.</li> <li>• Formal letter to parents from head teacher/ principal.</li> <li>• Prolonged loss of privileges.</li> <li>• Poor behaviour report.</li> <li>• Ban from selected school and extra curricular activities for specified time.</li> <li>• Repairing damage, replacing goods.</li> <li>• Long detention.</li> <li>• Community service.</li> <li>• Possible suspension.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal letter to parents detailing behaviour and sanctions from headteacher/principal.</li> <li>• Follow up letter or personal communication with parent regarding student's behaviour and progress.</li> <li>• Possible request for parent interview.</li> </ul>

<b>Level 3</b>		
<ul style="list-style-type: none"> <li>• Serious assault or violence that could lead to death or serious injury.</li> <li>• Rape, sexual assault and sexual harassment.</li> <li>• Arson or serious vandalism.</li> <li>• Stealing items or property of significant value.</li> <li>• Serious threats of violence against staff or students.</li> <li>• Possession of a firearm.</li> <li>• Possession or selling of substantial amount of marijuana, homebrew and other illicit substances.</li> <li>• Making and selling pornography.</li> </ul>	<ul style="list-style-type: none"> <li>• Education about alternate behaviours.</li> <li>• Counselling support for students (victims and perpetrators).</li> <li>• Involvement of child protection, or other NGO and community groups.</li> <li>• Report to provincial juvenile justice officer.</li> <li>• Interview with parents.</li> <li>• Report to disciplinary committee.</li> <li>• Suspension.</li> <li>• Possible expulsion.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal letter to parents from head teacher/principal.</li> <li>• Interview with parents.</li> <li>• Possible mediation with juvenile justice or guidance officer.</li> </ul>



## Disciplinary records

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

## Counselling

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

## Referrals for counselling:

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

## Consultation on behaviour management policy

This policy was made in consultation with the students, staff, Board of Governors and parents of ABC Secondary School. It is guided by the National Behaviour Management Policy.

## Review

The policy will be reviewed biannually at the start of the academic year.

**SAMPLE BEHAVIOUR  
MANAGEMENT  
POLICY**

### Glossary and acronyms

**Adolescents** - are young people during their teenage years or when they are going through puberty.

**Attitude** - what you think about something.

**Best practice** - strategies and behaviours which are the most effective and most sustainable. Examples of good management and good teaching.

**Behaviour management** - managing, improving and promoting student behaviour in classrooms and schools

**Bullying** - when a victim is made to feel emotional, mental or physical pain by someone else.

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

**Conflict resolution** - a constructive process for handling emotion – laden disagreements.

**Corporal Punishment** -physical punishment such as hitting, smacking, kicking, whipping.

**Counselling** - helping someone to help themselves.

**Critical incident** - an event which could harm people or property. Can include natural disasters. for example, a student fight or fire.

**Discipline** - confronting poor behaviour and imposing strategies and sanctions so that this behaviour stops or improves

**Drug** - a chemical that alters normal body functions such as marijuana or alcohol or nicotine.

**Empathy** - understanding the feelings of others and being able to imagine what they feel like.

**First Aid** - initial emergency assistance offered to someone who is injured or sick.

**Gender equity** - equal opportunities and treatment of boys and girls.

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

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

**Interview** - a dynamic face to face conversation between two people.

**Natural disaster** - a major emergency event which is caused by a natural process and harms many people. For example, tsunami, earthquake.

**NGO** - Non-government organization, such as Save the Children and Igat Hope.

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

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

**Perpetrator** - the word used to describe a person who commits an act, such as a criminal act or act of abuse.

**Positive reinforcement** - rewarding, acknowledging and praising good behaviour to encourage more good behaviour.

**Post exposure prophylaxis** - medication taken immediately after exposure to possible infections to reduce the chance of disease developing, such as rabies and HIV

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

**Rapport** - creating a positive friendly relationship between the counsellor and the client where the counsellor shows empathy for the student.

**Referral** - directing a student to another service provider, such as welfare for specific advice, help or information.

**Restraint** - stopping or limiting the actions of a student using physical force.

**Reward** - something given in return to a student for good behaviour.

**Safety** - when a person is not at risk of mental, emotional or physical harm from their environment or from people.

**Sanction** - a penalty given for discipline purposes.

**School based counsellor** - a trained teacher or staff member who counsels students and staff. There should be one male and female counsellor at all large primary schools and all secondary schools.

**Self esteem** - how positively someone feels about himself/herself.

**Sexual assault** - when a person physically attacks another person in a sexual way. Sexual assault is a criminal offence.

**Sexual harassment** - when a person bullies another person using sexually explicit words, jokes or sexual touching.

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

**Stakeholder** - someone who must be involved and consulted in a process for the plan to work well.

**Strategy** - a plan, method or series of actions to obtain a goal or result.

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

## **Contacts and approved resources**

Guidance & Counselling Division  
National Headquarters  
PNGEI, Standards Building,  
Block 4  
Department of Education  
P O Box 446, Waigani  
Phone: 324 6400

### **Provincial Guidance Officers**

#### **Guidance Officer NCD**

N.C.D Education Service  
P O Box 466, Waigani, NCD  
Phone:

#### **Guidance Officer Central**

Education office Konedobu  
NCD

#### **Guidance Officer Gulf**

Education office  
Kerema  
Gulf Province

#### **Guidance Officer Oro**

Education office  
Popondetta  
Oro Province

#### **Guidance Officer Western**

Education office  
P O Box 60, Daru  
Phone: 645 9238/645 9216  
Western Province

#### **Guidance Officer Milne Bay**

Education office, Alotau  
Division of Education  
Phone: 641 1001  
Milne Bay Province

#### **Guidance Officer Bougainville**

Education office Buka  
Department of Education  
P O Box 59, Buka  
Phone: 973 9154  
ARB

#### **Guidance Officer Manus**

Education office  
Lorengau  
Manus Province

#### **Guidance Officer ENBP**

Education office Vunadidir  
Division of Education  
P O Box 922, Kokopo  
Phone: 982 1499  
ENB Province

#### **Guidance Officer New Ireland**

Division of Education  
Kavieng  
New Ireland Province

#### **Guidance Officer WNB**

Division of Education  
P O Box 426, Kimbe  
Phone: 973 3515/983 5379  
WNB Province

#### **Guidance Officer Madang**

Education Office  
P O Box 2070, Yomba  
Phone: 852 2732  
Madang Province

#### **Guidance Officer Morobe**

Education Office  
P O Box 315, Lae 411  
Phone: 473 1637  
Morobe Province

#### **Guidance Officer ESP**

Education Office  
Wewak  
East Sepik Province

#### **Guidance Officer Sandaun**

Education Office  
P O Box 173, Vanimo  
Phone: 857 1564  
Sandaun Province

#### **Guidance Officer SHP**

Education Office  
P O Box 68, Mendi  
Phone: 549 1001  
Southern Highlands Province

#### **Guidance Officer Hela**

Education Office  
Tari  
Hela Province

#### **Guidance Officer WHP**

Education office Mt- Hagen  
P O Box 35, Mt Hagen  
Phone: 542 2543  
Western Highlands Province

#### **Guidance Officer Jiwaka**

Education Office – Banz  
Division of Education  
Banz  
Jiwaka Province

#### **Guidance Officer Enga**

Education Office Wabag  
Division of Education  
P O Box 101, Wabag  
Phone: 574 1023  
Enga Province

#### **Guidance Officer Simbu**

Education Office Kundiawa  
P O Box 192, Kundiawa  
Phone: 735 1304

#### **Guidance Officer EHP**

Education Office Goroka  
P O Box 240, Goroka  
Phone: 732 3928/732 2382  
Eastern Highlands Province

**Gender Equity, HIV/AIDS & SRGBV Desk**

Department of Education  
Waigani, NCD  
Phone: 323 6953

**UNICEF**

Level 4, Kina Haus  
Port Moresby  
Phone: 321 3000

**Save the Children PNG**

P O Box 667  
Goroka  
Phone: 732 2473  
Madang  
Phone: 852 1211

**PNG Family health Association**

Central Arcade 7<sup>th</sup> Street  
P O Box 839  
Lae  
Headquarters  
Phone: 472 6523  
Youth Centre  
Phone: 472 2035  
Goroka  
Phone: 732 1369  
Kokopo  
Phone: 892 8727

**Hope Worldwide**

P O Box 3478  
Boroko  
Phone: 325 6901

**BAHA HIV/AIDS Advise line**

(Mon – Fri 8 – 5)  
Phone: 7200 2242

**National Juvenile Justice office**

Phone: 325 4255

**Anglicare Stop AIDS PNG**

Port Moresby  
Koura Way  
P O Box 6491  
Boroko  
Phone: 325 1855

**Anglicare Momase**

Phone: 472 7893

VSO Tokaut AIDS  
P O Box 1061  
Bougainville Drive  
Madang  
Phone: 852 1924/852 338

**Childfund**

P O Box 671  
Gordons  
Jacksons Parade  
Phone: 323 2544

Lifeline PNG  
(Telephone Counselling)  
P O Box 6047  
Boroko  
Mokoraha Rd  
Waigani  
Phone: 326 1680

**National Officer of Child Protection**

Department of Community  
Development  
Sambra Investment Haus  
Kumul Ave  
P O Box 7354  
Boroko  
Phone: 325 9893/325 488

**For additional copies of this book or the Behaviour Management Policy, please contact:**

**Assistant Secretary  
Guidance & Counselling  
Division**

**P O Box 446  
N.C.D  
Phone: 324 6400**

## Documents and resources for further reading

### Policies and acts

- DoE (2009) Behaviour management Policy for the National Education System of Papua New Guinea
- DoE (2005) HIV/ AIDS Policy for the National Education System of Papua New Guinea
- DoE (1993: revised 2004) Special Education Policy
- DoE (2009) Gender Equity in Education Policy
- Juvenile Justice Act (2014)
- Lukautim Pikinini Act (2015)

### DOE Teacher training materials

- DoE (2020) Scout Policy
- DoE (2020) Christian & Citizenship Value Education
- DoE (2020) Teachers In – Service on Behaviour Management
- DoE (2007) HIV/AIDS & Reproductive Health Lectures Guide and Student Teacher Course Book
- DoE (2007) Peer education Training Manual, for training of Peer Educators and Peer Education Advisor in Secondary Schools.
- DoE (2020) Guidance, Counselling and Behaviour Management Lecturers, Guide & Student-Teacher Course Book
- DoE (2007) Guidelines for School Learning Improvement Plans, SLIP
- DoE (2008) Child friendly Schools, Lecturers Guide & Student Resources Book (draft)
- DoE (2003) Upper Primary Personal Development Syllabus & Teacher Guide
- DoE & DoH (2009) Health Promoting Schools Lectures Guide & Student Teacher Course Book
- PASTEP (2002) Morality and Ethics, Lecture and student Support material
- PASTEP (2002) Special Education participants Workbook
- PASTEP (2002) Classroom Management and Administration, Lecture Support material
- PASTEP (2002) Health & Gender Equity & Community Development Lecturer & Student Support Materials
- PASTEP (2002) Human Development Lecturer & Student Support Materials
- PASTEP (2002) Contemporary Issues, Lecturer and Student Guides

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

- DOE (2001) Volunteer School Counsellor Training Program modules 1-6
- DOE (1991) Counselling and the Teacher Handbook
- PNGTA PNG Teachers Association Code of Ethics
- UNICEF Child Friendly Schools Training Manual

Department of Education & National Narcotics Bureau (1994)  
Say ‘Yes!’ to a Healthy and Safe Lifestyle Series.



DEPARTMENT OF EDUCATION  
GUIDANCE & COUNSELING DIVISION

**National Behaviour Management and School Behaviour Management Policy Monitoring Tool**

Province \_\_\_\_\_ School \_\_\_\_\_ Headteacher/Principal \_\_\_\_\_

**Instruction:** Below are statements about the impacts of the national behavior management policy (Part A) and the school behavior management policy (Part B). The headteachers/principals teachers/guidance teachers are to use this form to evaluate the impacts of these two policies on the behavior, academic and administration output of the school and students. Schools are to submit this form to the Provincial Guidance Officer /Inspector at the end of each term.

Please rate the impacts of the policies and the behavior management services to the following scale.

*Excellent (5); Good (4); Satisfactory (3); Needs improving (2); Inadequate/Unsatisfactory (1)*

<b>Part A: National Behaviour Management Policy (BMP)</b>					
<i>Impacting Statements</i>	5	4	3	2	1
1. The school, teachers and students are aware of the policy					
2. The parents and other key partners are aware of the policy					
3. School, teachers and students fully understand the guidelines of the policy					
4. Partners fully understand the importance of the guidelines of the policy					
5. The school and key partners jointly support the policy as a key tool to improve student behaviour					
Overall Average					
<i>Comments:</i>					
<b>Part B: School Behaviour Management Policy (SBMP)</b>					
<i>Impacting Statements</i>	5	4	3	2	1
1. Teachers and students fully understand their roles and responsibilities in managing behavior at school					
2. Parents and key partners developed, implemented and reviewed the policy in a consultative manner					
3. School has developed, implemented and reviewed its school code of conduct					
4. There is marked improvement in student behavior and academic output					
5. Behaviour management strategies, sanctions and rewards are applicable					
Overall Average					
<i>Comments:</i>					

Overall Average: \_\_\_\_\_ = (Circle appropriate)

Excellent                      Satisfactory                      Unsatisfactory

.....  
Assessors signature

Official stamp

Date:

PP	Stakeholder	Referring to Main Point
1	Students (BMP 1; pg 13)	Best Practices in managing student behaviour Behaviour management strategies. Eg. Classroom rules
2	Teachers (BMP 18.2; pg 25)	
3	Headteachers (BMP 20; pg 28)	Behaviour management for headteachers Acceptable rewards for good behaviour
4	Teachers (BMP 18.2.4/18.2.6; pg 25)	
5	Headteachers (BMP 20.1.4; pg 28)	Consequences for Poor Behaviour
6	Teachers (BMP 18.2.2; pg 25)	
7	Headteachers (BMP 20.1.5/20.1.6/ 20.1.7; pg 28)	Restraint and reasonable force... Disciplinary cases, Suspension
8	Guidance Officers (BMP 8.3.3;pg 19)	Expelling students
9	Parents (BMP 2.3.5; pg 15)	
10	Headteachers (BMP 20.1.6; pg 28)	Bullying and Cult activities
11	School Boards (BMP 23.3.5; pg 30)	
12	Church Agencies (BMP 21.1.3; pg 29)	Drug and alcohol use
13	PEB (BMP 16; pg 23)	
14	Headteachers (BMP 20.1.5; pg 28)	Reactive strategies
15	Parents (BMP 2; pg 14)	
16	Headteachers (BMP 20.1.5; pg 28)	Dealing with Pregnancy
17	Guidance Officers (BMP 8.2.2/8.2.3; pg 18)	
18	Students (BMP 1.1.3; pg 13)	Dealing with HIV/AIDS, COVID-19, TB and others
19	Parents (BMP 2.1.2; pg 14)	
20	Communities (BMP 3.1.1; pg 15)	Dealing with student strikes
21	Students (BMP 1.1; pg 13)	
22	Headteachers (BMP 20.1.1/20.1.3; pg 28)	Child Protection in schools
23	Church Agencies (BMP 21.3.2; pg 29)	
24	School Boards (BMP 23.3.2; pg 30)	Types of Abuse
25	Teachers (BMP 18.1.2; pg 25/18.3.2; pg26)	
26	Students (BMP 1.1.4 ; pg 13)	No policy pointers, but TASK 17
27	Guidance Officers (BMP 8.2.3;pg 18)	
28	Teachers (BMP 18.1.2; pg 25/18.3.2; pg26)	Child Protection in schools
29	Parents (BMP 2.1.2/2.2.4; pg 14)	
30	Communities (BMP 3.1.1/3.1.2; pg 15)	Types of Abuse
31	SBC (BMP 19.1.7; pg 27)	
32	Headteachers (BMP 20.1.9; pg 28)	Types of Abuse
33	Inspectors (BMP 9.3; pg20)	
34	Guidance Officers (BMP 8.3.5/8.3.6/ 8.3.7;pg 19)	

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		<b>Frequently Asked Questions</b>
		<b>Questions from teachers</b>
35	Parents (BMP 2.3.1; pg 15)	About treating all students equally
36	Teachers (BMP 18.1.2; pg 25)	About networking
37	Guidance Officers (BMP 8.2.3;pg 18)	Pregnancy
38	BOG (BMP 23.3.2;pg 30)	Fair sanctions
39	Teachers (BMP 18.2.2; pg 25)	Fair sanctions
40	Headteachers (BMP 20.1.4; pg 28)	Appoint SBC
41	BOG (BMP 23.1.3;pg 30)	Create and fund SBC positions
42	TSC (BMP 14.4;pg 22)	Reactive Strategy
43	Church Agencies (BMP 21.3.2; pg 29)	RE
44	CDD (BMP 11.2; pg 20)	Fair sanctions
45	Teachers (BMP 18.2.2; pg 25)	Fair sanctions
46	Headteachers (BMP 20.1.4; pg 28)	Charge any staff that breaches this policy
47	Inspectors (BMP 9.2.3; pg20)	<b>Questions from parents</b>
48	Parents (BMP 2.3.5; pg 15)	Support school's decision disciplinary cases
49	PEB (BMP 16.1; pg 23)	Expulsion Appeals
50	Headteachers (BMP 20.1.5; pg 28)	Inform police, etc on suspension
51	BOG (BMP 23.3.1;pg 30)	Expulsion
52	TSC (BMP 14.2;pg 22)	Deal with teachers who harm students
53	Teachers (BMP 18.2.1/18.2.2; pg 25)	Strategies/fair sanctions
54	Inspectors (BMP 9.2.3; pg20)	Charge staff
55	TSC (BMP 14.2;pg 22)	Deal with teachers who harm students
56	PEB (BMP 16.1; pg 23)	<b>Guidance to PEB</b>