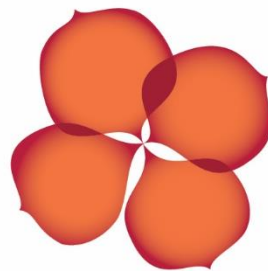


POLICY

**Behaviour and Culture
Management**



**NT
CHRISTIAN
SCHOOLS**

DOCUMENT INFORMATION

Document Title: Behaviour and Culture Management
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Policy
Feedback



AMENDMENT HISTORY

Version	Date	Changes Made
1.0	2/2025	Policy developed due to identified need and to support school operation, clearly communicate expectations and responsibilities, assist meeting NGS registration standards introduced in 2024 following amendment to Education Act. Development included consultation with company members. Rat A08.4
1.1	05/2026	Reviewed by SLT after a year in place. Minor grammatical edits, addition of statement regarding behaviour expectations for those with disability in section 4.4. Correction within section 4.4.2.2. Version update approved by CEO 25/5/26

1 Preamble

NT Christian Schools is an organisation that exists to advance the Christian religion through the provision of high-quality education and training services and religious instruction. A holistic and relational approach to learning for each individual student, underpinned by a biblical world view provides an education for the whole person, for the whole of life.

We believe that the Christian faith is a life-transforming faith that will be authentically evidenced in a believer's actions. The bible exhorts us to pursue godliness and to model biblical standards of behaviour. Everything we do, our practices, our conduct, our use and stewardship of resources is an act of worship to God and a witness to those around us.

All members of the NT Christian Schools community are to be committed to ensuring a safe and caring environment for students, staff and the whole community in a manner that is consistent with the Christian ethos and beliefs of NT Christian Schools.

Employees and those a policy applies to are fully supported by NT Christian Schools to meet compliance with this policy.

NT Christian Schools is committed to achieving and maintaining workable solutions for our organisation.

We may make changes to this policy from time to time to improve the effectiveness of organisational operation or to meet legislative requirements. Notification of changes will be communicated to those a policy applies to, and it is their responsibility to read updated policies and relevant related documents as soon as reasonably practical. Any NT Christian Schools stakeholder who wishes to provide feedback about this policy may forward their suggestions to the policy monitor or policy@ntchristianschools.com.au.

2 Purpose

The Behaviour and Culture Management Policy articulates the expectation for schools and education and care services to:

- cultivate learning environments where students and staff members are encouraged and equipped to reach their full God-given potential, in settings that guide spiritual, academic, social, physical and emotional growth and well-being;
- lead students to become like Jesus in their behaviour, personal development and in their relationship with others;
- teach, guide, advise and instruct according to biblical principles;
- encourage a partnership between staff, students and parents.

3 Policy applies to

This policy applies to all staff, students and parents and guardians of the NT Christian Schools community.

The policy is available to all parents, carers, students and staff via the NT Christian Schools

website and on request in hard copy form from any office of NT Christian Schools as required.

The policy is available to all staff via the NT Christian Schools Canvas *Policy and Advisory Library*.

4 Policy

4.1 Guiding Principles

NT Christian Schools believes that every person is created in the image of God, is of inherent value, and has a unique contribution to make to the world.

As part of NT Christian School's Christian beliefs and biblical world view, we recognise that because of sin, (rebellious against God by disobeying His Holy and perfect laws) we don't always act as we should. Such behaviour ignores the ethos and expectations to value self and love others as image bearers of God and erodes at the wellbeing of the individual and those around them¹.

By clearly documenting and communicating expectations for establishing culture, behavioural expectations, behaviour management and consequences for misbehaviour, it empowers all stakeholders with an understanding and freedom to fulfill their office, whatever their position within the NT Christian Schools community accordingly as they know the requirements and boundaries of their office.

Discipline and love are inseparable acts in God's design². The approach to discipline should be seen as part of the complete training and education of a child³, modeling and teaching appropriate behaviour as well as shaping the individual towards righteousness⁴.

Establishing culture and setting behavioural expectations provides clarity, boundaries, and safety for all stakeholders. Explicit teaching of appropriate learning and social behaviours enable students to begin self-managing and regulating behaviour in themselves and being aware of others around them.

Behaviour management and discipline requires correcting inappropriate behaviour and wrongdoing⁵, teaching accountability and administering consequences, while protecting the community. Ultimately, it is hoped that restoration may be reached through processes that are underpinned by procedural fairness, justice and grace.

As students develop skills to self-manage behaviour, they begin to contribute to the school and broader community. It is not kind nor just for students to threaten the well-being of others or sabotage the school and classroom culture by eroding other's ability to learn, teach, grow and feel safe.

¹ Genesis 1:27, Matthew 22:37-40, Romans 12:9-17

² Hebrews 12:1-11

³ Proverbs 22:6, National Quality Framework, QA5

⁴ Proverbs 6:23, Proverbs 10:17,

⁵ Proverbs 12:1

Strong culture establishment and behavioural management strategies will improve:

- Student social and emotional competencies and emotional regulation;
- Safe classroom environments where students can flourish and thrive;
- Student academic performance;
- Reduce bullying and other negative behaviours;
- Reduce need for school leadership level discipline referrals and suspensions;
- Responsive disciplinship and contribution to school community;
- Teacher outcomes, efficacy and wellbeing;
- Workplace health and safety for all stakeholders.

NT Christian Schools prohibits the use of corporal punishment in disciplining students and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school⁶.

4.1.1 Procedural Fairness

NT Christian Schools is committed to enacting policy and practices that enable procedural fairness with a consistent and just approach.

It is expected that all parties are honest and take responsibility for their own actions.

Procedural fairness is demonstrated by decision makers:

- Giving the person(s) affected a fair hearing;
- Providing reasons for decisions;
- All parties to the matter provided an opportunity to put their case where an adverse decision or finding is made;
- All relevant arguments are considered, and irrelevant arguments are excluded.

If any member of the NT Christian Schools community has reason to believe that the school has not acted with procedural fairness, they should refer to the NT Christian Schools Complaints Policy to communicate their concern.

4.2 General

Schools and Education and Care Services governed by NT Christian Schools will enact the Behaviour and Culture Management Policy to clearly set out:

- how the school will intentionally foster a culture and community that knows the joy of being part of God's created story;
- how the school will intentionally foster being a safe space for students to learn and grow spiritually, socially and emotionally while developing skills, knowledge and wisdom;

⁶ Education Act 2015: section 162

- the language and tone used to articulate behaviour expectations and guide students to adhere to the Student Code of Conduct;
- the support students and staff will be given to cultivate the desired culture and meet behavioural expectations;
- the sanctions and consequence that result when behaviour expectations are not met, and where accountability and responsibility are nurtured through grace and restorative practices.

4.3 Responsibilities

4.3.1 School / Program Leadership

In collaboration with staff, students and parents⁷, schools and education and care services establish and document values-based *behaviour and culture management frameworks* that:

- shape a culture anchored on the biblical beliefs of NT Christian Schools that values the teaching of God, the worth of each individual, and education that develops minds, captivates hearts and equips hands to love God and others with a whole school approach that nurtures the partnership between Leadership, Teachers, Support Staff, Parents and Students;
- set out clear expectation of student behaviour that aligns with the NT Christian Schools Student Code of Conduct and is communicated in age-appropriate ways, so it is constantly understood by staff, parents and students with a common language;
- explicitly teaches school wide expectations and other key social, emotional and behavioural skills alongside biblical teaching for godly character development.
- recognises positive contributions towards learning and the school community and has a continuum of recognition strategies to provide feedback and encouragement of positive behaviour, re-teaching positive behaviour expectations and skills, and discouraging inappropriate behaviour;
- focuses on student welfare and engagement, ensuring the broad needs of all students are considered, is culturally responsive and uses trauma informed practices;
- gives students a voice, allowing them to raise their concerns about their safety and wellbeing and contribute to the vision of the culture⁸;
- sets observable and measurable goals towards accountability for the school in creating a safe, supportive learning environment for all students;
- documents clearly defined and articulated tiered consequences for misbehaviour;
- seeks restorative practices to resolve conflict and restore relationship;
- provides staff with positive behaviour management strategies and training, with a

⁷ National Principles of Child Safe Organisations: Ppl 2, 3; Non-Government Schools Registration Standards: Std 2.8, 8.3, 13

⁸ National Principles for Child Safe Organisations, Ppl 2, 3

documented approach to supporting and responding to student behaviour.

Schools and education and care services will invest in implementation of their frameworks including administration and professional development for staff.

The school or program's *behaviour and culture management framework*, positive behaviour expectations and NT Christian Schools' codes of conducts will be formally communicated to the school or program community regularly throughout the year.

Principals and program leadership are responsible for providing support to staff and students impacted by a negative behavioural incident, referring for additional support required.

- Operational Directors and Human Resources may also be engaged for additional support as needed.

Schools and Education and Care Services will regularly review campus or program values-based behaviour and culture frameworks and related student welfare and engagement programs, including seeking student, parent and staff feedback to make data informed assessment of impact and benefit to student and school community wellbeing⁹.

Principals will ensure staff are trained and adhere to NT Christian Schools processes and protocols for documenting student interventions addressing behaviour and wellbeing to meet our duty of care, record management requirements and to meet our obligations of providing information regarding student behavioural conduct, support plans and wellbeing strategies to schools a student may enroll in in the future¹⁰.

4.3.2 All Individuals

Each member of the NT Christian Schools community has an obligation to be active participant in creating a safe environment:

- where every person is respected and valued in all interactions;
- where learning, growing in faith, developing character and God-given abilities is valued;
- uniqueness and cultural heritage are appreciated and nurtured.

4.3.3 Staff

When managing behaviour and nurturing culture within our schools and education and care programs, staff will:

- conduct themselves in a manner worthy of the gospel of Christ¹¹;
- act justly, ensuring actions are above reproach;
- practice empathy, and apply grace and mercy, in seeking to work towards restoration wherever possible;
- forgive (noting that forgiveness does not excuse or overlook disciplinary consequences);
- balance the welfare of the individuals and broader campus community of students, staff,

⁹ National Principles for Child Safe Organisations, Ppl 2, 3

¹⁰ Educations Act 2015, Information Act 2002

¹¹ Philippians 1:27

volunteers and contractors;

- comply with school or program behaviour and culture management frameworks;
- comply with NT Christian Schools protocols for documenting and reporting on positive and negative behaviour incidents.

The school and individual staff members have a duty to take all reasonable measures to protect students in their care from both actual and reasonably foreseeable risks associated with the unacceptable behaviour of other students.

4.3.4 Students

Students shall be encouraged and supported in their efforts to make responsible decisions and conduct themselves in a manner consistent with the *Student Code of Conduct* and *campus behaviour and culture management frameworks*. Students are expected to:

- abide by the NT Christian Schools student code of conduct and the behavioural expectations as outlined in campus behaviour and culture management frameworks;
- follow the directions of staff;
- respect those in authority;
- take responsibility for their own behaviour; to interact peacefully in community, be sensitive to the needs of others, develop self-regulation and restraint, and apply self-discipline and discernment.

4.3.5 Parents and Carers

Parents have a God-given responsibility in child-rearing to:

- love their children through a commitment to the well-being and growth of their child¹²;
- instruct them in the ways of the Lord, instilling an enduring faith¹³;
- lovingly discipline, guide and correct their children to help them develop character, self-control, responsibility, and know right from wrong¹⁴;
- protect their children's physical, emotional and spiritual wellbeing by providing safe and nurturing environments for their children to grow and develop¹⁵;
- encourage and affirm their children to foster a positive sense of value and self-worth by recognising achievement and growth, providing feedback and support throughout times of challenge.¹⁶

It is an expectation of parents / carers who enroll their children with NT Christian Schools that they will partner with their children's school and programs to:

- help their children understand behavioural expectations and conduct themselves in

¹² Ephesians 6:4, Corinthians 13:4-7

¹³ Proverbs 22:6, Deuteronomy 6:6-7, Psalm 78:4-7

¹⁴ Hebrews 12:11, Colossians 3:21, Proverbs 13:24

¹⁵ 1 Timothy 5:8, Psalm 127:3-5

¹⁶ Ephesians 4:29

accordance with the Student Code of Conduct and campus values-based behavioural and culture management frameworks;

- support their child to engage with strategies established by their school or program to develop skills and alternative behaviour patterns;
- discourage negative behaviour;
- engage positively with the school if issues arise;
- facilitate engagement with medical and other professionals when needed or suggested by the school so that appropriate supports can be provided to children.

If a child willfully damages in any way, property or resources owned by NT Christian Schools, a staff member, contractor, volunteer or another student, the parents/carers named on the enrolment form will be liable for repair or replacement costs of the damaged items.

4.4 Disciplinary Measures for Unacceptable Behaviour

Discipline is more than giving orders and rules and punishing misbehaviour. The aim must be to instruct, educate, guide and train with consistency toward maturity and development of character, equipping students with capability which will, in turn, build self-esteem, confidence and resilience.

In circumstances where unacceptable behaviour has occurred, or is alleged to have occurred, all students shall be entitled to a fair hearing, with the opportunity given to respond by explaining their actions and providing other relevant information.

Where unacceptable behaviour occurs, the NT Christian Schools community has the right to expect that incidents will be addressed and dealt with promptly, with appropriate interventions and consequence administered.

Disciplinary and corrective measures in relation to proven incidents of unacceptable behaviour shall be determined in accordance with *campus Behaviour and Culture Management Frameworks* while always having regard to this policy and any related policies, guidelines and procedures. Such measures may vary depending on the nature and seriousness of the behaviour.

Students will be held accountable for unacceptable behaviour and parties involved will be supported, with their health and well-being given appropriate attention.

Restorative practice is to be at the heart of disciplinary measures with a desire to reconcile parties involved, rebuilding and restoring relationships where possible.

Disciplinary response to student behaviour must be proportionate to the behaviour displayed and considers a grace-filled response which focuses on what the student involved needs, rather than what they deserve¹⁷. Students are required to take responsibility and accountability for their own actions to grow through the process. If possible, the result is to be restorative for all involved.

¹⁷ Bandstra, Alan. *Beyond Control: Heart-Centered Classroom Climate and Discipline*, 2014

Responses may include:

- Mediation and/or restorative justice practices;
- Time to reflect on their behaviour, explore triggers, identify strategies to avoid repeating behavior, develop understanding of school or program's behaviour expectations;
- Service to the school community;
- A temporary loss of privileges;
- Permanent loss of privileges;
- Loss of enrolment in school or program.

Preventative measures need to first have been implemented.

Factors in determining appropriate disciplinary measures, including suspension or expulsion, shall include consideration to the safety and wellbeing of staff members and other students, the capacity of other students to learn to their potential, and the degree to which unacceptable behaviour impacts upon classroom function and effectiveness.

Unacceptable behaviour often results from or leads to conflict between individuals and/or groups. NT Christian Schools is therefore committed to being an example and a training ground for how to prevent and resolve conflict in a biblical way, which includes seeking reconciliation wherever possible¹⁸.

Schools and programs need to ensure that their primary focus for behaviour management is on preventative measures, with positive behaviour expectations regularly communicated, equipping students with skills to manage their behaviour with active instruction through safety routines and replacement behaviour strategies. This may include Individual Plans to equip and encourage student engagement with, and practice of, positive behaviour.

Disability does not exempt a student from behaviour expectations, but it does require staff to understand how a disability may influence behaviour and provide reasonable adjustments and supportive interventions before applying consequences. NT Christian Schools has a legal duty of care to ensure the safety and wellbeing of all students and staff and is not required to tolerate behaviour that causes harm, even if a student has a disability. A school may discipline a student's behaviour, including suspension or expulsion where the response is based on the behaviour itself and not the disability, and is consistent with how other students' behaviour would be managed in similar circumstances.

In the case of incidents of unacceptable behaviour occurring outside school hours and/or away from school premises impacting on other students, the school will take reasonable action within the limits of its capacity to address, and when relevant, report to external agencies.

4.4.1 Appealing Discipline Measures

While every effort shall be made to resolve student discipline and behaviour issues in a

¹⁸ Matthew 5:24b

manner consistent with the principles outlined within this policy, it is recognised that there may be occasions when parents and/or students wish to lodge a complaint and/or appeal a decision.

Where a student lodges a complaint and/or appeals a decision in relation to a student discipline and behaviour issue, there shall be no impediment to the involvement of one or more parents or guardians, or other individuals by mutual agreement, for the purpose of support and/or advocacy.

When a student or parent/carer wishes to lodge a complaint and/or appeal a decision in relation to a student discipline and behaviour issue, they should follow the steps detailed in the *How to Communicate Feedback and Complaints* and refer to the Complaints Policy.

Students or their parents may seek to appeal a teacher's corrective measures by contacting the relevant school or program leader.

- An appeal may only be raised on one or more of the following grounds:
 - Previous investigations were procedurally unfair, showed bias, had a conflict of interest, failed to give the student reasonable opportunity to respond to the alleged misconduct, failed to consider relevant information, considered irrelevant information or there was a failure to provide students or parents with relevant information and documentation;
 - New relevant information has become available that was not available or known to the student at the time of the investigation and could reasonably be expected to affect the decision.
- In the event of an appeal, the receiver of the appeal will investigate the circumstances, of the corrective measures being given in accordance with all relevant policies and procedures and provide a response to the student and / or parents, and any staff involved in the matter of the findings.

In the case of appealing an expulsion decision by a Principal, the student or parent may lodge an appeal with the Senior Director of Education of NT Christian Schools by emailing their complaint via complaints@ntchristianschools.com.au.

4.4.2 Suspensions, Expulsions and Exclusion

Suspension or expulsion may, at the discretion of a school Principal or their delegate be determined as a disciplinary measure (in accordance with this policy and sections 145C through to 145F of the Education Act) when:

- a student's conduct is persistently and willfully non-compliant with school rules despite repeated attempts to help the student modify their behaviour through positive behavioural management strategies;
- or where parents or carers do not display a desire to partner with the school to help mitigate the negative behaviour their child is showing.

Principals will include suspension, expulsions and exclusions data in their Board Reports with appropriate privacy protection principles applied.

If a suspension or exclusions is issued, the following will apply:

- Where a student's behaviour or conduct may be considered a criminal act, their safety is at risk or is deemed reportable by legislation and national or territory standards, NT Christian Schools will report to authorities or appropriate agencies;
- School fees paid to NT Christian Schools for the term in which a student is suspended or expelled will not be refunded;
- Where a student is suspended or expelled while attending an event, excursion or camp, a parent or carer may be required to attend the event to remove the child. Any expenses incurred for this will be the responsibility of the parent or carer. Similarly, any expenses incurred by the school related to the student's suspension or management of misbehaviour will also be the responsibility of the parent or carer;
- The student may be excluded from enrolling in another entity or program of NT Christian Schools.

4.4.2.1 Suspension

The Principal of a school of NT Christian Schools (or their delegate) may suspend a student¹⁹ from attending the school because:

- the student's presence is likely to constitute a risk of physical or psychological harm to other persons at the school;
- displays behaviour that is disruptive to the student's learning or that of other students;
- serious, intentional or persistent breach of NT Christian Schools' policy and school behavioural expectations.

Written notice will be provided to the student and their parents/carers advising of the terms of the suspension including:

- The conduct or behaviour that has led to the suspension being given;
- The extent of suspension;
- Conditions the student must comply with for re-entry to school attendance.

A suspension may take the form of:

- an internal suspension, in which case the student is removed from scheduled classes and interaction with other students into a closely supervised environment;
- An external suspension, in which case the student does not attend school for the duration of the suspension.

The Principal (or their delegate) will record the suspension on the student's file in the NT Christian Schools School Management System and meet NT Christian Schools' reporting requirements.

Continuity of learning will be supported by the school and a student's teachers while the

¹⁹ Education Act (2015) NT – section 145C

student is suspended or excluded from class.

4.4.2.2 Expulsion or Exclusion

The Principal of a school of NT Christian Schools (or their delegate) may expel or exclude a student from attending the school and cancel the enrolment agreement if:

- the Principal believes the student's presence is likely to risk physical or psychological harm to other people at the school, such as, not limited to repeatedly engaging in behaviour that negatively impacts on the welfare of other students²⁰;
- the student has been charged with a serious crime, where it could lead to more than 2 years in goal;
- threatens to be violent or is violent to another student attending the school, a member of staff of the school or anyone else involved in the school's operation;
- acts in a way that otherwise threatens the good order of the school or the safety or wellbeing of another student attending the school, a member of staff of the school or anyone else involved in the school's operation.

Written notice will be provided to the student and their parents/carers advising of the terms of the expulsion/exclusion including:

- the conduct or behaviour that has led to the expulsion or exclusion being given;
- the commencement of expulsion/exclusion;
- conditions the student must comply with;
- the time period a student or their parents have to retrieve copies of academic records (school reports) from the student's Compass profile.

The Principal (or their delegate) will record the expulsion on the student's Compass file and meet NT Christian Schools' reporting requirements.

The principal, as soon as practical after excluding the student, will provide a copy of the notice of exclusion to²¹:

- a parent/carer who has daily care responsibilities of the student;
- NT Christian Schools Senior Director for Education, who will in turn notify the Registrar of Non-Government Schools.

A consequence of the expulsion may, at the discretion of the CEO of the Department of Education, result in the student being excluded from other schools in the Northern Territory if they are subject to charges of an offence punishable by a term of imprisonment of more than two years.²²

4.5 Teaching Practice and Curriculum

Good teaching and student management practice is regarded as vital to the school's or

²⁰ Education Act (2015) NT – section 145D-E

²¹ Education Act (2015) NT – section 145E

²² Education Act (2015) NT – section 92

program's endeavours to proactively encourage acceptable behaviour and address unacceptable behaviour. Staff members are expected to provide a consistent, predictable and secure environment for students.

Staff members shall periodically undertake professional development designed to build skills toward creating positive learning environments, increase awareness of behavioural and discipline issues, and to increase their skill and confidence in dealing with unacceptable behaviour.

The executive leadership of the school or education and care service shall ensure that teaching in relation to student discipline and behaviour is included in selected areas of the curriculum as part of the school's or program's endeavours to proactively encourage acceptable behaviour and address unacceptable behaviour.

4.6 Behavioural and Culture Management Framework Documents and Practices

Framework and procedural documents shall elaborate on different forms of unacceptable behaviour and give examples, setting out clear guidelines for investigating and dealing with incidents of unacceptable behaviour in a consistent and fair manner.

Procedures in relation to unacceptable behaviour shall be both preventive and corrective. Preventative behaviour includes educating staff in creating positive and safe learning environments where students can flourish and thrive, as well as training staff on classroom management strategies and structures, considering specific behavioural and learning support strategies and structures. It also includes educating students appropriately to contribute positively to a supportive classroom culture and to avoid incidents of unacceptable behaviour.

Corrective behaviour includes acting appropriately as a response to incidents of unacceptable behaviour and re-teaching appropriate behaviour.

5 Roles and responsibilities

Roles	Evidence of Compliance
Board of Directors	
Behaviour Management included on Board Meeting agenda.	Meeting agendas and minutes
Senior Director of Education and Training	
Ensure each campus' procedures are consistent with this policy.	Procedural documents.
Report student exclusions and expulsions to the Registrar and Board.	Written communications
Principals and Program Directors	
Ensure the campuses and/or education and care service develop Behaviour and	Documented Frameworks

Roles	Evidence of Compliance
Culture Management Frameworks that are consistent with this policy, and other related policies and procedures.	
Ensure relevant training for all staff at required times.	PD plan
Check in with middle leadership and/or teachers to ensure procedures are implemented.	Feedback to leadership
Regularly communicate behaviour expectations and related protocols with students, parents and staff. Engage regularly with parents to keep them informed of current behaviour and culture issues and how they can support their students and the school to navigate them.	Communication records
Report on suspensions, expulsions and exclusions data in Board Reports	Board Reports
All Staff	
Develop positive learning environments aligning with the overall policy and the school's procedure and framework.	Visible evidence in classrooms
Intentional teaching of expectations, norms, school values.	Visible evidence, planning and programming documents.
Support a student with continuity of learning while suspended or excluded from class.	Provision of work via digital or hardcopy learning resources.
Parents and carers	
Establish expectance of your child to comply with behavioural expectations set by the school or program and help equip them to succeed in abiding by them.	
Respectfully partner with the school or program when the conduct of your child needs to be addressed.	Positive interactions with staff.
Students	
Abide by behavioural expectations, taking responsibility for action and showing respect to others.	Positive and respectful behaviour practices.

6 Definitions and acronyms

The following terms used throughout this policy are defined as follows:

Term	Definition
Accountability	Being responsible for and able to explain your actions and decisions.
Act justly	To act justly means: <ul style="list-style-type: none"> • being honest and telling the truth; • treating every person equally and holding them to the same standard, not showing favouritism; • doing what is right following the rules and regulations; • being obedient to God's way.
Discipline	To provide instruction, correction, consequence and accountability to teach behaviour, attitude and practices that will contribute to the growth, achievement and success of individuals.
Exclusion	A response to student behaviour where the student is charged with an offence, whether committed in or outside the Territory, punishable by a term of more than 2 years imprisonment ²³ .
Expulsion	A response to a student seriously or continually breaching behavioural expectations or NT Christian Schools' policy resulting in the student being permanently excluded from attending a school.
Forgive	A conscious deliberate decision to let go of resentment, anger and negative thought patterns towards a person or group who have harmed or offended you. It doesn't mean excusing or denying harm.
Grace	Unmerited kindness shown
Harm	Any significant detrimental effect caused by an act, omission or circumstance on: <ul style="list-style-type: none"> • the physical, psychological or emotional wellbeing or development of the child²⁴. Harm can be caused by, but is not limited to: <ul style="list-style-type: none"> • physical, psychological or emotional abuse, or neglect of the child; • sexual abuse or other exploitation of the child; • exposure of the child to physical violence or domestic and family violence.
Internal Suspension	A response to student behaviour that occurs during normal school hours, where the risk of harm posed by the student can be mitigated by removing them from a scheduled class(es), into a closely supervised environment that is separated from others, allowing them to reflect and continue learning.
Mercy	Showing kindness despite other's actions or facing the cost of other's actions without retaliation or expecting anything in return. It doesn't mean letting injustices prevail.

²³ Education Act 2015, section 145D

²⁴ Care and Protection of Children Act (2007) NT, section 15

Parent	A child's father, mother or any other person who has parental responsibility for the child. The term parent refers to a person who raises, nurtures and cares for a child, usually the biological or adoptive parents as well as the role of parent fulfilled by another family member, carer or legally appointed guardian, or parent under customary law or traditions. ²⁵ (Parents have a God-given responsibility to educate and nurture their children to love and serve God in every aspect of their lives Deut 11:18-21, Prob 22:6, Eph 6:4)
Perpetrator(s)	A person who carries out a harmful, illegal or immoral act.
Procedural fairness	A process that demonstrates decision makers act fairly by: <ul style="list-style-type: none"> • Giving the person affected a fair hearing. • Providing reasons for decisions. • All parties to the matter have an opportunity to put their case where an adverse decision or finding is made. • All relevant arguments are considered, and irrelevant arguments are excluded.
Respectful Relationships	Relationships that are built on trust, respect, compromise and understanding of one another.
Restoration	Re-establishing harmonious relationship between two or more parties.
Safety	Eliminating risk of harm, as reasonably possible to people and the environment.
Suspension	Consequence issued for breach of behaviour expectations or NT Christian Schools' policy where a student loses the privilege of attending school for a set period of time.
Student	A person enrolled in a school or early learning service or programs delivered by NT Christian Schools
Student Engagement	Refers to three elements: <ul style="list-style-type: none"> • Behavioural – students' participation in education, including the academic, social and extracurricular activities of the school or program, • Emotional – students' emotional reactions in the classroom, school or program (a sense of belonging or connectedness) • Cognitive – students' investment in their learning (motivation and self-regulation)
Trauma	Refers to an event resulting in severe mental or emotional or physical injury.
Trauma Informed Practice in Education	A way of working that acknowledges the effect of trauma on cognitive and emotional development, and social functioning. It strengthens teaching practice through recognition of the critical importance of relationships, perception of self and the mental and emotional states of complete engagement.
Victim	a person who suffered harm, injury, loss or damage as a direct result of actions or conduct of another person.

²⁵ Care and Protection of Children Act 2007 NT, sections 17, 22; Education Act 2015 NT, sections 6, 7.

7 Related legislation and policy

7.1 NT Christian School policies and procedures

- Student Code of Conduct
- Campus / Program values-based Culture and Behaviour Management Framework
- Detention, Suspension and Expulsion Guidelines
- Search and Seizure Procedures
- Dealing with Cyber Incident Procedures
- Staff and Board Code of Conduct
- Parent, Volunteer, Visitor and Contractor Code of Conduct
- Child Protection Policy
- ICT Acceptable Use Policy
- Appropriate Use of Technology Agreements (BYOD, iPad, Laptop Loan)
- Prohibited Substances and Items Policy
- Bullying, Harassment and Discrimination Prevention Policy
- Conducting Investigations Policy
- Privacy Protection Policy
- Statement of Faith

7.2 Legislation

- Education Act (2015) NT
- Care and Protections Act (2007) NT

7.3 Other relevant resources

- National Principles for Child Safe Organisations
- Non-Government School Registration Standards 2.5, 3.1, 3.2, 9.4, 10.1, 12.1, 12.2, 14.1, B1.2, B2.3, B2.5, B2.6
- National Quality Framework, QA5, QA6
- The Australian Student Wellbeing Framework
- [Behaviour management for non-government schools | Department of Education](#)