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(trading as Nyangatjatjara College)
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POSITIVE BEHAVIOUR SUPPORT POLICY

Status: Version 1	Supersedes: First version
Authorised by: Board Chair	Date of Authorisation: September 2026

Statement
At Nyangatjatjara College we believe that social and emotional skills are an essential component to a happy and satisfying life. We believe that these skills can be learnt, and this informs the school's approach to behaviour support. In partnership with the child, families, and community stakeholders, positive patterns of behaviour can be created.

Behaviour support at Nyangatjatjara College is guided by the Core Protocols for Working with Anangu Communities document, developed in partnership with community representatives and Nyangatjatjara Aboriginal Corporation board members. These protocols ensure that all behaviour responses are culturally safe, respectful, and aligned with local expectations.

Nyangatjatjara College is committed to culturally safe behaviour practices that respect Anangu ways of learning, kinship structures, and community expectations.

In an Anangu context, children are often encouraged from an early age to develop independence, make decisions, and learn through the natural consequences of their choices, supported by family, community and respected adults. Consistent with this understanding, Nyangatjatjara College seeks to guide and educate students towards positive decision-making rather than relying on punitive approaches. Staff support students through relationship-based, restorative practices that promote responsibility, reflection, respect and accountability while maintaining students' connection to learning and school.

Restorative justice takes situations that otherwise might result in a student being removed from class and instead presents ways to teach the student how to repair the harm that was done and continue forward (Maynard and Weinstein, 2020).

This does not mean that we need to accept disrespect and other negative behaviours, it means we need to combat them in a different way (Maynard and Weinstein, 2020).

Purpose
Nyangatjatjara College is committed to providing a safe, respectful and engaging learning environment for students and staff, where quality learning experiences support the development of personal values which contribute to lifelong wellbeing. Being connected to others in a community in addition to feeling valued relies on being positively engaged.

When a member of staff is addressing student behaviour that is considered inappropriate, positive behaviour support processes which ensure that the student remains positively engaged and connected with school activities should be followed.

At Nyangatjatjara College, we encourage and support students to reflect on their behaviour and guide them to make effective choices that maintain a safe, respectful and caring learning environment for themselves and others.

Positive behaviour support is defined as a broad range of systematic and individualised strategies for achieving positive social and learning outcomes while preventing inappropriate behaviour. In remote NT contexts,

behaviour support must be relational, culturally responsive, and grounded in community partnership.

At Nyangatjatjara College we implement a restorative justice model of behaviour support. All behaviour support practices are implemented in accordance with the College's Core Protocols for Working with Anangu Communities document, ensuring cultural safety and community partnership across all campuses.

Scope
All students, staff, and volunteers at Nyangatjatjara College. A whole school approach means everybody in the Nyangatjatjara College community is committed to a safe and supportive environment. This is provided through:

- Open communication with the whole school community.
- Use of assessment and behavioural data to guide positive behaviour management decisions.
- Share school values and positive reinforcement of school rules.
- Staff access to professional development.
- Managing of incidents through clear and well-understood processes.
- Aboriginal Education Workers (AEWs) play a key role in cultural mediation, language clarification, and supporting restorative conversations.

Staff and volunteers are expected to follow the Core Protocols for Working with Anangu Communities document, which outlines culturally appropriate communication, relationship-building, and behaviour response practices.

References

- *Anti-Discrimination Act 1992 (NT)*
- *Australian Human Rights Commission Act 1986 (Cth)*
- *Disability Discrimination Act 1992 (Cth)*
- *Disability Standards for Education 2005 (Cth), including Guidance Notes*
- *Australian Education Act 2013 (Cth)*
- *United Nations Rights of the Child*
- *Universal Declaration of Human Rights (1948)*
- *Alice Springs (Mparntwe) Education Declaration (2019)*
- Maynard. N and Weinstein. B. (2020), *Hacking School Discipline*. Times 10 Publications
- Nyangatjatjara College Core Protocols for Working with Anangu Communities

Restorative Justice Tier I: Prevention
The first tier is all about community-building as a preventive measure. Teachers or peer facilitators lead students in circles of sharing, where kids open up about their fears and goals. Students play an integral part in creating the climate of Tier I. If the children help create the rules, then they have ownership. And if they break them, they can be referred back to them."

Restorative Justice Tier II: Intervention
Tier II comes into play when students break rules, and someone has caused harm to someone else. In traditional justice, this is when punishments are meted out. Restorative justice instead turns to mediation. The offending student is given the chance to come forward and make things right. They meet with the affected parties and a mediator, usually a teacher. The mediator asks nonjudgmental, restorative questions like *What happened? How did it happen?* or *What can we do to make it right?* AEWs may support restorative conversations in line with the Core Protocols for Working with Anangu Communities document by providing cultural context, language clarification, and ensuring all parties feel safe and heard. Through their discussions, everyone learns about what happened, why it happened, and how the damage can be fixed. Another process may include the P3P3F3 discussion where students will each have 3 minutes for the Past, Present, Future, uninterrupted to explain their perspective.

Restorative Justice Tier III: Reintegration
Tier III aims to help kids who've been out of school due to suspension, expulsion, incarceration, or truancy. Returning to school life can be a real challenge in those cases. Many students in traditional environments quickly re-offend or drop out again. Restorative justice practices seek to reduce recidivism by providing a "wraparound" supportive environment from the start. They acknowledge the student's challenges while

promoting accountability and achievement. AEWs assist reintegration by supporting cultural connection, family communication, and safe return-to-school routines.



The Rights of each Child

- To feel safe.
- To be heard and listened to.
- To be accepted as an individual;
- To be shown courtesy, kindness and respect by everyone.
- To expect personal property to be safe from destruction or theft.
- To be spoken to quietly and with respect by everyone.
- To learn in an attractive, well-prepared environment.
- To work without disturbance.

The Responsibilities of each Child

- To express themselves appropriately.
- To accept others as individuals.
- To respect the personal property of others.
- To work without disturbing others.
- To show courtesy, kindness and respect to everyone.
- To cooperate and act in a friendly manner.
- To listen to others, and to allow them their thoughts and opinions.
- To contribute towards the wellbeing of the School community and environment.

Expectations

Nyangatjatjara College staff make clear to students that negotiated classroom expectations and consequences are collaboratively arrived at and that these rules are modelled and referred to often.

We recognise that children make choices that lead to inappropriate behaviour, and this impacts the rights of each child. These choices can result in minor annoyance or serious harm.

We acknowledge that many Anangu children are raised with significant autonomy and responsibility for their own choices. Accordingly, behaviour support at the College focuses on helping students understand consequences, make informed decisions, restore relationships and remain positively engaged in learning rather than imposing punitive measures designed solely to punish behaviour.

Minor problem behaviour is handled by staff members at the time it happens. Staff will calmly explain the agreed expectation and describe what behaviour the student is expected to demonstrate.

Major problem behaviour is referred to directly to the Principal or the Principal's delegate.

Minor behaviours are those that:

- Are minor breaches of the school rules.
- Do not seriously harm others or cause staff to suspect that a student is harmed.

- Are not part of a repeated pattern of behaviour.
- Are recorded in Compass on the student profile.

Examples of this include, but are not limited to:
- name calling and putting others down
- causing embarrassment to others
- disrupting class
- distracting others' learning
- non-cooperation or defiance
- low-level physical contact such as pushing

Major behaviours are those that:
- Significantly violate the rights of others
- Put others / self at risk or harm
- Require the involvement of the Principal

Examples of this include, but are not limited to:
- repeated minor behaviours
- threatening others
- serious physical violence such as punching, kicking or biting with intent to injure
- swearing
- vandalism and graffiti
- making racial comments or slurs
- making gender discriminatory comments or slurs
- behaviour that is sexual in nature such as exposing oneself or sexual physical contact

Teacher Responses
Staff will respond to student behaviour calmly, respectfully and in a manner consistent with restorative practice. Yelling, shaming, threats, humiliation, or punitive responses are inconsistent with the College's behaviour support approach except where immediate action is required to maintain safety. Staff will seek to understand the reasons for a behaviour, support students to reflect on the impact of their actions, and guide them towards repairing any harm caused.

The mediation process for our restorative justice procedure is stepped out in the following simple procedure:

1. Identify the behaviour that occurred
2. Ask the involved student(s) to either step outside the classroom for a quick conversation or to stay behind after class – whichever method makes more sense at the time
3. Use the following open-ended questions to learn more about the behaviour and the reasons it happened:
    - What happened?
    - What were you thinking about when _____ happened?
    - Who did this affect and, how so?
4. Guide the conversation toward a meaningful and positive resolution. (Maynard and Weinstein, 2020)

Minor behaviours
First incidence:
- Calmly explain the agreed school rules and describe what behaviour the student is expected to demonstrate.

If the behaviour is repeated:
- Ask the student to stop their inappropriate behaviour and commence the four-step the restorative justice procedure.

Major behaviours
Major behaviours may include behaviours of a serious or dangerous nature or other behaviours that are

continuous in nature and not responding to other interventions.
Record the incident on the student profile on the School Management System and refer to the Principal.

Removal from the situation (requires immediate intervention)
The child is removed from the situation and supervised away from the individual or group. The child is not to be left alone to deal with the emotions but rather assistance is sought from other teachers to calm the situation.

Participants and witnesses of the incident will be interviewed, and the teacher (in conjunction with Principal) will decide on an appropriate response. This may include a restorative justice session.

Parents of all participants are notified by phone, email or in person. A record will be kept in each participant's student profile on the School Management System. It may be appropriate to meet with parents and the child to develop a Positive Behaviour Support Plan.

Positive Behaviour Support Plans are developed collaboratively with AEWs, families, and relevant support staff and will incorporate the Core Protocols for Working with Anangu Communities to ensure cultural safety and consistency across campuses.

The Principal will decide on a case-by-case basis whether the child's enrolment can continue and if so, any special conditions. All decisions will be provided to parents in writing and delivered personally e.g. phone call or meeting.

Physical Intervention
Physical intervention is used only as an immediate or emergency response (or as part of an agreed individual plan for a student) including to prevent self-harming behaviours. The legal basis for use of physical restraint is twofold. Firstly, it resides in the common law duty of care that staff owe to all students to protect them from foreseeable harm. Secondly, a defence of complaints of assault in respect of physical restraint in section 280 of the Criminal Code. Staff exercise dutr of care consistent with NT legislation and remote community schooling expectations, ensuring responses are culturally appropriate and proportionate.

There is provision for the use of physical restraint involving the restriction of a student's movement for reasons of safety in cases where a student is behaving in a manner that has the potential to injure themselves of others, or to prevent serious property damage.

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member.
- Posing and immediate danger to themselves or others.

Appropriate physical intervention may be used to ensure that the Nyangatjatjara College's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened, and the strategy is used to prevent injury.

Physical interventions can involve:

- Coming between students
- Blocking a student's path
- Leading a student by the hand or arm
- Shepherding a student by placing a hand in the centre of the upper back
- Removing potentially dangerous objects
- In extreme situations, using more forceful restraint.

Any physical intervention made must be reasonable and in proportion to the circumstances of the incident. If force is used it must be the minimum needed to achieve the desired result and consider the age, stature, disability, understanding and gender of the student.

Each incident requiring the use of physical intervention must be formally documented. The following records must be maintained:

- Record of the incident on the student profile on the School Management System

Review

- **Review Date:** Every three (3) years
- **Next Review:** 2029
- **Policy Owner:** Nyangatjatjara College Aboriginal Corporation

Version	Date	Author	Changes made
1	September 2026	School Leadership	First version