

Crimson Global Academy

Student Learning, Wellbeing and Behaviour
(Discipline and Safety) Policy



Purpose

Crimson Global Academy is committed to providing a physically and emotionally safe place for all students and staff in every environment where teaching and learning happen — including our virtual classrooms and digital platforms. Our goal is to create an inclusive online school culture where students feel connected, respected, and supported to achieve their best while being protected from harm.

This policy sets out the school’s expectations for learning behaviours, the supports used to build them, and the fair, lawful processes used to respond when behaviour interferes with learning or safety. The policy reflects the school’s commitment to equity, inclusion, natural justice, student wellbeing, and online safety, and applies in all school contexts, including virtual classrooms and any in-person or off-site activities.

This policy sits alongside the Safeguarding and Child Protection Policy, Anti-Bullying Policy, Online Safety Policy, and Complaints Procedure. Together, these ensure Crimson Global Academy meets its obligations under the Education and Training Act 2020 and other applicable laws and regulations

Scope

This policy applies to:

- all students enrolled at the school;
- all school staff, contractors, and volunteers;
- all learning spaces and activities run by CGA, including:
 - online classes, platforms, communications, and assessments; and
 - any physical, in-person, or off-site activity (e.g., meet-ups, EOTC events, workshops, examinations, or exam-centre attendance arranged by the school).

Guiding Approach: Learning First

CGA approaches behaviour as part of learning. We explicitly teach and model the behaviours that support online learning success (including self-management, respectful communication, digital citizenship, and engagement). We focus first on support and restoration, and use disciplinary measures only when necessary to protect safety, maintain learning, or uphold the rights of others.

The school uses a school-wide positive learning behaviour framework that includes explicit teaching of expectations, recognition of positive learning behaviours, and data-informed supports. Student voice is actively sought in shaping and reviewing learning-behaviour expectations and supports.

Roles and Responsibilities

- **Students** are expected to uphold learning-behaviour expectations, seek support early, and participate in restorative and support processes in good faith.
- **Parents/caregivers/whānau** support attendance, engagement, supervision (where required), and partnership with the school to address concerns early.
- **Staff** teach and model expected behaviours, use graduated supports, respond fairly and promptly to concerns, and maintain safe online spaces.
- **The Principal and leadership team** oversee lawful disciplinary processes, ensure supports are in place, and report serious matters to the Board.
- **The Board** ensures the policy is lawful, resourced, reviewed, and applied consistently, and hears disciplinary matters where required by law.

Expectations for Students

Students are expected to:

- engage respectfully with staff and peers;
- follow reasonable instructions from staff and supervisors;
- use digital tools and platforms safely and appropriately;
- complete learning activities to the best of their ability;
- protect the privacy and wellbeing of others; and
- contribute to a safe, inclusive, and focused learning community.

These expectations are set out in the Student Code of Conduct and reinforced through induction, regular reminders, and teaching within the curriculum.

Preventing and Responding to Behavioural Concerns

CGA uses a graduated, supportive response to behaviour concerns:

1. Universal supports (for all students)

- clear routines and norms for online lessons and communication;
- explicit teaching of digital citizenship and self-management skills;
- positive recognition for behaviours that support learning and kaupapa of the school;
- culturally responsive teaching and relationship-based practice.

2. Targeted supports (when concerns emerge)

- early teacher/mentor check-ins and coaching;
- collaborative problem-solving with student and whānau;
- short-term support plans focused on skill-building;
- restorative conversations or facilitated online hui.

3. Intensive supports (for persistent or serious concerns)

- Individual Behaviour / Learning Support Plan linked to learning needs and wellbeing;
- involvement of learning support staff, counsellors, or external agencies where appropriate;
- structured reintegration or mentoring plans after a serious incident.

Online Environment Considerations

Because CGA is primarily online, the school may use privacy-respecting safety and moderation tools within its platforms to prevent harm and maintain a safe learning environment. Where behaviour creates immediate risk or disruption, staff may take prompt online measures such as temporarily muting, removing a student from a session, restricting chat functions, or suspending access to a platform while the matter is assessed. Any restriction will be followed by appropriate support and due process.

Restorative Practice and Conflict Resolution

CGA prioritises restorative practice. Where harm occurs, the school seeks to:

- understand what happened and why;
- repair relationships and rebuild trust;
- support accountability through learning-focused consequences; and
- address underlying needs or barriers.

Restorative processes may include online or in-person facilitated hui/circles, mediated conversations, written reflections, and agreed restitution or community contribution, tailored to age and context.

Disciplinary Procedures

CGA will follow fair process, at all times in accordance with the principles of natural justice, in all disciplinary matters:

1. **notice:** the student (and parents/whānau where appropriate) will be told the concern and the possible consequences;
2. **opportunity to be heard:** the student can respond, provide context, and bring a support person;
3. **unbiased decision-making:** decisions are made by staff without conflicts of interest;
4. **proportionality:** outcomes match the seriousness, pattern, and context;
5. **documentation:** records kept of steps taken and decisions made;
6. **support:** disciplinary responses are paired with learning/wellbeing supports to prevent recurrence.

Disciplinary responses are a last resort and must always be proportionate, educationally justified, and consistent with natural justice. Disciplinary measures may include:

- formal warnings or behaviour agreements;
- supervised learning plans or restrictions on specific learning activities;
- removal from particular online spaces or events for defined periods;
- stand-down, suspension, exclusion, or expulsion in serious cases.

Prohibition on Corporal Punishment and Seclusion

CGA prohibits corporal punishment and seclusion in all circumstances.

- **Corporal punishment** (being any use of force intended to cause pain or discomfort as a form of discipline, control, correction or punishment) must not be used by any staff member, volunteer, contractor, parent, or any person acting on behalf of the school.
- **Seclusion** (being the placing a student alone in a space they cannot freely leave) must not be used.

These prohibitions apply at all times, including during any school activity, whether online or in person, and particularly in any off-site or in-person context where individuals are acting on behalf of CGA.

Physical Restraint

This section serves as CGA's policy on reducing student distress and the use of restraint. Physical restraint is almost never relevant to CGA's day-to-day online delivery. However, for any physical or off-site school activity:

When it may be used

Physical restraint may be used only as a last resort. Physical restraint can only be used if all 3 of the following conditions are met:

1. The physical restraint is necessary to prevent imminent harm, including significant emotional distress, to the student or another person.
2. The teacher or authorised staff member believes there is no other option available in the circumstances for preventing the harm.
3. The physical restraint is reasonable and proportionate in the circumstances.

Examples of situations where it may be appropriate to use physical restraint include stopping a student from injuring others or preventing a student from running onto a road or somewhere unsafe.

When it must not be used

Physical restraint must never be used:

- as punishment;
- to enforce compliance or “teach a lesson”;
- for property protection alone;
- where the risk is not immediate and serious;
- where a safer alternative or de-escalation strategy is reasonably available; or
- in any way that amounts to seclusion.

Authorisation and training

Physical restraint may only be used by teachers or staff members who have been formally authorised in writing by the school and have completed the required training. The school will ensure that authorised staff:

- complete required Ministry of Education training within prescribed timeframes; and
- are appropriately trained and supported to identify, prevent, and respond to student distress, including (where required) training in approved physical restraint techniques.

How it must be carried out (if unavoidable)

Any use of physical restraint must

- use the least restrictive technique for the shortest duration;
- prioritise the student's dignity, breathing, and physical and psychological safety at all times;
- be applied only for as long as the serious risk persists;
- cease immediately once the risk has passed; and
- be followed by wellbeing support for the student and others affected.

Prevention and support planning

Where a student is identified as having a heightened risk of crisis behaviour, or where restraint has been used, the school will implement appropriate support and de-escalation planning, including engagement with parents or caregivers where required.

Recording, notification, and reporting

Any physical restraint incident must be:

- recorded in writing and retained in accordance with legal requirements;
- notified to parents or caregivers as soon as practicable, with an opportunity to participate in a debrief;
- reviewed by the Principal/EOTC lead to identify lessons, supports, or changes needed; and
- and reported to the Ministry of Education.

Monitoring and review

The school will:

- monitor the wellbeing of students and staff following any incident;
- analyse restraint records to identify patterns or risks; and
- take steps to minimise the future use of physical restraint.

Other information

Complaints about the use of physical restraint should be made in accordance with our Complaints Policy and Procedures, available on our website:

<https://www.crimsonglobalacademy.school/our-school/cga-provision-of-information/>

The Physical Restraint Guidelines developed by the Ministry of Education are available on their website:

<https://www.education.govt.nz/education-professionals/schools-year-0-13/administration-and-management/minimising-physical-restraint-schools-rules-and-guidelines>

The names and positions of the staff members authorised to use physical restraint are available on request by emailing the Principal (m.phillips@cga.school).

Version Control

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NB This policy supersedes and replaces all prior policies and procedures relating to its subject matter, regardless of their date of approval.