



Behaviour Management

POLICY AND PROCEDURE

Primary Behaviour Management Policy and Procedure

Catholic Education Western Australia (CEWA) Policy	Registration Standards for Non-Government Schools in Western Australia		
Executive Directive	Student Behaviour		
Effective Date	May 2026	Next Review	2027

Aim

St Mary MacKillop College's Behaviour Management Procedure aims to promote healthy behaviours that ensure all students and staff are provided with a safe and positive learning environment.

Scope

These guidelines and procedures apply to all primary students and staff at St Mary MacKillop College.

Rationale

The foundation of the Behaviour Management Procedure is grounded in the Catholic Identity of the College and inspired by our motto, 'Choose Life with Courage'. The focus is shifted from compliance and punishment to formation, dignity and growth, recognising that students learn to make responsible and informed choices that require discernment, compassion, integrity and courage.

St Mary MacKillop Catholic College provides a social context in which students are supported whilst learning how to accept responsibility for their actions and behaviour. Through interactions with peers, staff and the curriculum, students are provided with opportunities to develop their social and emotional skills which are reflected in appropriate behaviours, regulated emotions and resilience.

Demeaning Punishments

The school explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. These terms are defined in accordance with the Guide to Registration Standards and Other Requirements for Non-Government Schools: Guide to Registration Standards - Non-Government Schools.

This 'Primary Behaviour Management Procedure' provides guidance to all members of the school community about what forms of behaviour management, discipline or consequences are permitted.

Values and Student Code of Conduct

As members of the St Mary MacKillop community, students uphold our FIRST values and as such, they are accountable for their actions within the community. In adherence with the FIRST values of our College, we are committed to fostering a Christ-centred learning environment that is safe, respectful, positive and supportive.

UPHOLDING THE FIRST VALUES OF OUR COLLEGE:

- Faith** Demonstrating a commitment to the teachings of Jesus Christ.
- Inclusion** Being a welcoming community where students have a sense of belonging.
- Respect** Showing consideration for others.
- Service** Contributing to the community and helping others.
- Truth** Being genuine about who we are and what we aspire to be.

In addition, all students are expected to uphold the expectations and responsibilities details in the **Student Code of Conduct** (*overleaf*).

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St Mary MacKillop College uses data-informed practices to respond to the diverse behavioural needs of students. The College must inform all community members of the guidelines and behaviour management practises. The Principal, in consultation with the Executive Director or their delegate, has the authority to exclude a student.

STAFF RESPONSIBILITIES

The responsibilities outlined below guide staff in supporting students to develop positive behaviours. St Mary MacKillop College aims to empower students to be accountable for their behaviour and make good choices.

Role	Responsibilities
CLASSROOM TEACHER	• Build positive relationships with students. • Show Unconditional Positive Regard – separate child from behaviour, speak with empathy, use student names, maintain the dignity of all students. • Set a positive tone at the start of the lesson. • Communicate and consistently maintain clear routines and behaviour expectations. • Have clear Learning Intentions and Success Criteria • Ensure uniform and grooming expectations are upheld. • Continually monitor student conduct/behaviour and acknowledge positive behaviours. • Be aware of students on IEP's and, as appropriate, implement environmental and instructional adjustments contained therein, including offering opportunities for regulation. • Be aware of students at risk – Individualised Education Plans, Risk Management Plans, Mental Health Plans. • Monitor student attendance and apply attendance procedures. • Promote and support College expectations and values. • Document all communications on SEQTA and include parents/carers in communications as required.
ASSISTANT HEADS OF PRIMARY	• Ensure teachers are enforcing classroom expectations and contacting parents/carers as required. • Monitor standards of discipline throughout the College. • Track students' academic progress. • Check SEQTA regularly for consistent behaviour and academic patterns. • Follow-up ongoing, unresolved or escalated classroom behaviours. • Communicate clear expectations with all students. • Build relationships with all students.
HEAD OF PRIMARY	• Support Assistant Heads of Primary in addressing unresolved behaviours. • Meet with students and guardians to discuss strategies to achieve the best possible outcome for each student. • Issue sanctions for serious misdemeanours.

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PRIMARY BEHAVIOUR MANAGEMENT FLOW CHART

The chart below outlines various types and levels of behaviour, the role of staff in managing behaviours at the different levels, and procedures for managing behaviours, including possible consequences that may be applied.

***Please note that the behaviours listed are examples and do not constitute an exhaustive list.**

Behaviour*	Role	Primary Procedure
LEVEL 1 Low level behaviour in the classroom or school yard, including: • Interrupting/talking while teacher is addressing class or group • Disrupting others • Disrespectful body language • Incorrect uniform • Late to class • Unprepared for lessons • Swinging on chairs • Chewing gum • Disrespecting the property of others • Wearing headphones without permission • Work avoidance	ALL STAFF	• Teacher to model appropriate or 'Helpful Behaviours'. • Identify the issue - have a direct conversation with the student. • Send home uniform infringement note. • Gentle redirection - "Please start x now." • Check if the student needs help - offer help or additional/alternate resources. • Offer choices/alternatives to support learning. • Flexible seating plan - relocate student if necessary. • Tap on desk, pause before response, eye contact. • Maintain close proximity to student/s exhibiting unhelpful behaviour. • Use the student's name when reiterating instructions. • Describe behaviour you want to see. • Remind the student of expectations. • Implement appropriate consequence - first warning before consequence – Recess/Lunch detention, at the teacher's discretion. • Possible phone call home. • Seek advice from the Assistant Head of Primary if required. • Document on SEQTA as appropriate.
LEVEL 2 Low-level behaviour continues in the classroom or the school yard, including: • Being argumentative or defiant • Purposefully distracting peers • Leaving class without permission • Being repeatedly unhelpful	TEACHERS	• Teacher continues to implement behaviour management strategies. • Phone call home and document on SEQTA. • Discuss continued behaviour with the student and issue a detention. • Document on SEQTA. • Send notification to parents, including the Head of Primary.
LEVEL 3 Lack of adequate student response to Level 1 and 2 procedures. Reports of more significant student behaviours, including: • Inappropriate use of ICT, social media • Throwing items • Wrestling or rough play • Bullying/harassment • Swearing at, or around, others • Vandalising of school property (e.g., toilets, books)	TEACHER LEARNING SUPPORT ASSISTANT HEAD OF PRIMARY HEAD OF PRIMARY	• Lunch time detention is issued in consultation with the Assistant Head of Primary. • Personal reflection completed and discussed with Class Teacher. • SEQTA documentation. • A teacher with a Learning Support Coordinator may implement an Individual Behaviour Plan. • Possible exclusion from College events/loss of extra-curricular privileges. • Loss of ICT privileges for the day.

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Behaviour*	Role	Primary Procedure
LEVEL 4 Serious behavioural incidents, including: - Physical violence - On-going serious bullying/harassment - Intentionally showing disrespect - Possessing or using illegal or dangerous items - Showing discriminatory or racist behaviours - Behaving with a 'mob mentality' - Not following instructions in high-risk situations	ASSISTANT HEAD OF PRIMARY HEAD OF PRIMARY	- Assistant Head of Primary and Head of Primary discuss the incident or ongoing behaviour. - Student is withdrawn from classes – internal or external suspension. - Parents/carers contacted by phone. - Personal reflection completed and discussed with Head of Primary. - If external suspension, a re-entry meeting with HOP, parent and student (using guidelines of procedural fairness). - Letter sent to parents outlining agreed actions and strategies. - SEQTA documentation and letter on file. - Possible exclusion from college events/loss of extra-curricular privileges.
LEVEL 5 All previous levels of intervention have been exhausted.	HEAD OF PRIMARY PRINCIPAL	- Discussion of previous behaviour and outcomes. - Meeting with Principal. - Actions and strategies discussed: letter sent to parents/guardians. - Discussion of future options for the student. - Liaise with CEWA consultants (behaviour, wellbeing, First Nations teams).

TIMELINES FOR HANDOVER BETWEEN LEVELS

The **Behaviour Management Flowchart** above provides a structured and consistent framework for managing ongoing and unresolved classroom behavioural concerns across all levels of responsibility. It outlines a clear, graduated process. For concerns and issues to be addressed in a timely and appropriate manner while maintaining shared accountability it is important that they not remain unresolved at a given level of responsibility for longer than necessary. The chart below outlines suggested timeframes for issues to remain at a given management level after which they should be escalated.

At **Level 1**, classroom teachers are responsible for proactively managing behaviour through a range of effective classroom management and pedagogical strategies that respond to student needs, including neurodiversity, individual learning strengths, and classroom dynamics. While there is no fixed timeframe at this level, teachers are expected to act promptly, implement appropriate interventions, and engage in communication with parents / carers before escalation. Where concerns remain unresolved following this process, support should be sought from the Assistant Heads of Primary.

Levels 2 to 4 define timeframes that provide clarity and support efficient decision-making. Assistant Heads of Primary manage concerns for up to two weeks, while the Head of Primary oversees concerns for up to five weeks. The Principal retains discretion at **Level 5**. At each stage, if behavioural concerns persist or escalate within the allocated timeframe, staff are expected to liaise with the next level to ensure a smooth and informed handover.

This tiered approach promotes early intervention, consistent practice, and collaborative support, ensuring that student wellbeing and learning remain central to all behavioural management processes.

Management Level	Timeframe
1 – ALL STAFF	No set timeframe
2 – ALL TEACHERS	2 weeks
3 – ASSISTANT HEADS of PRIMARY	2 weeks
4 – HEAD of PRIMARY	5 weeks
5 – PRINCIPAL	At the discretion of the Principal