



Behaviour Management

POLICY AND PROCEDURE

St Mary MacKillop College

Secondary 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 secondary 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 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.

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*).

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

Student Code of Conduct

RATIONALE

As members of the St Mary MacKillop College community, students hold a position of trust and as such, they are accountable for their actions within the community.

Commitment to 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 and appreciation for others.

SERVICE Contributing to the community and helping others.

TRUTH Being genuine about who we are and what we aspire to be.

Commitment to the Wellbeing of all

- Treat fellow students, teachers, staff, and visitors with kindness, courtesy, and respect.
- Uphold and actively support the right of every student and staff member to be safe from verbal, physical, moral and psychological harm.
- Refrain from all forms of bullying, harassment or discrimination.
- Demonstrate appropriate computer, personal device, and internet usage in accordance with the College's ICT and Mobile Phone Procedures.
- Not possess or smoke vapes/cigarettes, or possess, use or be under the influence of alcohol or illicit drugs or other substances harmful to health while on the College grounds, while wearing any item of the College uniform, or while participating in any College activity off the campus.

CONSEQUENCES

St Mary MacKillop College believes in restorative practices that focus on reconciliation and learning from mistakes. The consequences for a student who breaches this Code of Conduct may include:

- Verbal or written warnings
- Parent/guardian conferences
- Detention or loss of privileges
- Exclusion from events
- Suspension or alternative arrangements.

Consequences will be determined at the discretion of Heads of Year, Heads of Learning Area, Heads of School, Assistant Principals, Head of Primary, Head of Secondary or the Principal.

We are committed to fostering a Christ-centred learning environment that is safe, respectful, positive and supportive. The student Code of Conduct sets out the expectations and responsibilities of every student.

Commitment to Education

- Be punctual and attend all classes.
- Refrain from behaviour that would interrupt the work of any class or hinder the learning opportunities of other students.
- Follow the College procedures when arriving late or needing to leave the school campus during the school day (sign in/out).

Commitment to our College Community

- Maintain a full involvement in the College community through Liturgies, Christian Service Learning, House activities and other school activities.
- Take pride in their appearance and in the wearing of the correct College uniform and sporting attire, in accordance with the College Uniform Guidelines.
- Uphold the reputation of the College with an appropriate standard of behaviour when travelling to and from the College and when wearing the College uniform.
- Refrain from activities, conduct or communication that would be seen to undermine the reputation of the College, staff or students of the College (including activities on social media).
- Demonstrate respect for College buildings, property, grounds, and the possessions of others.

REPORTING

It is expected that all students will report any cases of any unlawful behaviour or behaviour in breach of this Code of Conduct which may have been reported to or observed by them to a teacher or staff member.

By enrolling at St Mary MacKillop College, students and their families/guardians agree to uphold and support the principles and expectations outlined in this Code of Conduct.

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Secondary Procedure

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.

SECONDARY 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. • Use flexible seating plans. • Continually monitor student conduct/behaviour and acknowledge positive behaviours. • Be aware of students on IEPs and, as appropriate, implement environmental and instructional adjustments contained therein, including offering opportunities for regulation. • Be aware of students at risk – IEPs, Risk Management Plans, Mental Health Plans. • Promote and support College expectations and values. • Document all communications on SEQTA and include parents/carers in communications as required.
HEAD OF LEARNING	• Have clear Learning Area expectations. • Ensure teachers are enforcing classroom expectations and contacting parents/carers as required. • Track all student's academic progress in their Learning Area. • Check SEQTA regularly for consistent behaviour and academic patterns. • Follow-up ongoing, unresolved or escalated classroom behaviours.
HEAD OF YEAR	• Intentionally plan a Pastoral Care Program for year group. • Communicate clear expectations with year group. • Build relationships with all students in year group. • Ensure uniform/grooming expectations are met. • Monitor student attendance and apply attendance procedures. • Check SEQTA regularly for consistent behaviour and academic patterns. • Follow-up ongoing, unresolved or escalated behaviours occurring across multiple learning areas.
HEAD OF SCHOOL	• Monitor standards of discipline throughout the College. • Support HOLAs and HOYs with escalated behaviours. • Meet with students and guardians to discuss strategies with the aim of achieving the best possible outcome for each student. • Issue sanctions for serious misdemeanours.
HEAD OF SECONDARY	• Support Heads of School, HOLAs and HOYs in addressing unresolved behaviours escalated by Heads of School. • Manage students displaying ongoing failure to meet College expectations. • Manage staff and student conflicts.

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SECONDARY 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	Secondary 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 TEACHING STAFF EDUCATION ASSISTANTS ADMIN STAFF	• Teacher to model appropriate or 'Helpful Behaviours'. • Identify the issue - have a direct conversation with the student. • 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, 'Learning at Lunch' / yard duty / complete work at break times - at the teacher's discretion. • Possible phone call home. • Document on SEQTA as appropriate.
LEVEL 2 Low-level behaviour continues in the classroom or the school yard, also including: • Throwing items • Wrestling or rough play • Being argumentative or defiant • Purposefully distracting peers • Leaving class without permission • Using mobile phone • 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. • Utilise pre-arranged buddy class. • Document on SEQTA. • Send notification to coordinators and parents. • Seek advice from HOLA as required.
LEVEL 3 Lack of adequate student response to Level 1 and 2 procedures.	TEACHER HEAD OF LEARNING AREA (HEAD OF YEAR)	• Teacher liaises with HOLA. • HOLA case manages the student's ongoing behaviour. • HOLA issues detention or implements learning area behaviour card. • Parent contact and documentation on SEQTA. • If behaviours are across multiple learning areas, refer to HOY

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SECONDARY BEHAVIOUR MANAGEMENT FLOW CHART *continued...*

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

Behaviour*	Role	Secondary Procedure
LEVEL 4 Lack of adequate student response to Level 1, 2 & 3 procedures. Reports of more significant student behaviours, including: • Inappropriate use of ICT, social media. • Bullying/harassment • Swearing at, or around others	HEAD OF YEAR HEAD OF SCHOOL	• After-school detention is issued in consultation with HOY. • SEQTA documentation. • Meet with parents. • HOY may implement an Individual Behaviour Plan (across multiple learning areas). • Consultation with HOS if behaviour is ongoing. • Possible exclusion from College events / loss of extra-curricular privileges.
LEVEL 5 Serious behavioural incidents: • Physical violence • On-going serious bullying/ harassment • Intentionally showing disrespect • Possessing or using drugs/alcohol/ vapes/illicit substances or dangerous items • Vandalising property • Showing discriminatory or racist behaviours • Behaving with a 'mob mentality' • Leaving the campus without permission • Not following instructions in high-risk situations	HEAD OF SCHOOL	• After-school detention is issued in consultation with HOY. • SEQTA documentation. • Meet with parents. • HOY may implement an Individual Behaviour Plan (across multiple learning areas). • Consultation with HOS if behaviour is ongoing. • Possible exclusion from College events / loss of extra-curricular privileges.
LEVEL 6 All previous levels of intervention have been exhausted.	HEAD OF SECONDARY PRINCIPAL	• Discussion of previous behaviour and outcomes. • Meeting with Head of Secondary. • Actions and strategies discussed: letter sent to parents/guardians. • Discussion of future options for student. • Escalation to Principal if required. • Liaise with CEWA consultants (behaviour, wellbeing, First Nations teams).

TIMELINES FOR HANDOVER BETWEEN LEVELS

The Secondary Behaviour Management Flowchart 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 over the page outlines suggested timeframes for issues to remain at a given management level after which they should be escalated.

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TIMELINES FOR HANDOVER BETWEEN LEVELS *continued...*

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 prior to escalation. Where concerns remain unresolved following this process, support should be sought from the Head of Learning Area.

Levels 2 to 6 define timeframes that provide clarity and support efficient decision-making. Heads of Learning Area and Heads of Year manage concerns for up to two weeks, while Heads of School and the Head of Secondary oversee concerns for up to five weeks. The Principal retains discretion at Level 6. 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
CLASSROOM TEACHER	No set timeframe
HEAD OF LEARNING AREA	2 weeks
HEAD of YEAR	2 weeks
HEAD of SCHOOL	5 weeks
HEAD of SECONDARY	5 weeks
PRINCIPAL	At the discretion of the Principal