



# St Columba's School Bayswater

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## Behaviour Management Procedure

Sources of Authority	
CECWA Policy	<a href="#">Community</a>
Executive Directive	<a href="#">Student Safety, Wellbeing and Behaviour Executive Directive</a>

### 1. Aim

The Behaviour Management procedure aims to foster the development and experience of responsible self-discipline among students and seeks to promote the well-being and good order of the community. In order to provide a safe learning environment for all, it is essential that students recognise the need for rules regarding the safety of themselves, others and property. Everyone in the school community needs to develop skills of living and learning together in productivity and harmony. To support this, emphasis is placed on an awareness and recognition of positive behaviours, along with effective management of unacceptable behaviours. When problems are experienced in achieving these goals the focus will be that of finding solutions, whilst managing individuals with respect and dignity.

When a school is addressing student behaviour that is judged inappropriate or wrongful, behaviour support processes which ensure that the student remains engaged and connected with the school community are to be preferred to those that disengage the student.

### 2. Scope

The Behaviour Management Procedure is for all staff, students and parents.

### 3. Definitions

Restorative Practices - informs a positive and formative approach to student behaviour support and is recommended for Catholic schools.

- A commitment to Restorative Practices has as its aim the promotion of resilience in the one harmed and the one causing harm.
- Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others.

- It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.
- A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Bullying - is a pattern of wilful, conscious behaviour intended to hurt, injure, upset, threaten or embarrass an individual or group. Bullying is a repetitive attack, which causes distress not only at the time of the attack, but also by the threat of future attacks. It involves an imbalance of power.

Bullying can be:

- verbal – name-calling including racist and sexist remarks, put downs, threatening;
- physical - hitting, tripping, poking, punching, kicking, throwing objects, spitting;
- social - ignoring, hiding, ostracising, sending nasty notes
- psychological - stalking, dirty looks, spreading rumours, hiding or damaging possessions, singled out for unfair treatment, is picked on.
- cyber – the use of email, websites (eg Facebook, TikTok), MSN, text, photo and video technology.

(Please refer to the Anti Bullying Procedure)

Proactive Behaviours – any self-initiated behaviour by the teacher that endeavours to prevent a problem from being created.

Reactive Behaviours – an immediate response to stop an uncontrollable or problematic situation.

Consequences – result or effect. Consequences can be negative or positive.

Child Abuse – any behaviour that harms a child. It can take many forms including physical, sexual, emotional or neglect.

Corporal Punishment – any form of physical punishment. Examples can include but are not limited to caning, hitting, slapping.

Degrading Punishment – any treatment that could be considered humiliating or undignified.

Level One Behaviours – Minor behaviours which are **disruptive** to the teaching and learning program and/or indicate disengagement from learning.

Level Two Behaviours – Level two behaviours show **disrespect** towards others and the property of the school and / or others.

Level Three Behaviours - Behaviours which **impact** upon the physical, emotional, psychological **safety** of self, students, staff and surroundings.

## 4. Procedure for Managing Student Behaviour

### 4.1 Procedures for all levels

St Columba's School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment to manage student behaviour.

Staff will establish Proactive Support for the students in areas such as:

### *The Classroom Environment*

- Consistency/predictability/routine
- Classroom layout
- Clear expectations and boundaries
- Incentives for productive behaviour / Positive reinforcement
- Review and reinforce the Student Code of Conduct and School Rules at the beginning of the year and at regular intervals. (Appendix 1)
- The School Rules and Student Code of Conduct can be seen in the parent information booklets which are issued to the parents at the beginning of each year. They are published on the school website, discussed at parent teacher evenings, included in the newsletter, and are referred to at the beginning of each term.

### *Classroom Support Strategies*

- Check-in activities
- Choices and consequences
- Positive language/specific praise/encouraging growth mindset
- Referral to the School Leadership Team for behaviour management plan

### *Engage Emotional Regulation Teaching & Activities*

- Movement breaks
- Brain breaks activities
- Mindfulness activities
- Zones of Regulation

### *Playground*

- Staff move around duty areas and make interactions with students.
- Be on time for duty.
- Ensure games finish on the bell.

When managing all levels of behaviour staff will demonstrate the values, skills and attributes of:

- A calm and patient manner;
- Respect, empathy and compassion
- Self-awareness and being non-judgemental;
- Listening to and hearing the voice of the student;
- Working with the student to develop solutions and strategies;
- Checking for understanding;
- Using their knowledge of the child and acting in the best interest of each child;
- Communicating and collaborating with parents
- Consistency and fairness for each child

## 4.2 Procedure for Managing Level One Behaviours

### LEVEL 1 : MINOR BEHAVIOURS

#### Initiate individual classroom management / support strategies

Level One: behaviours are disruptive to the teaching and learning program and can be managed by the classroom teacher. Students are provided with a warning.

This may include:

- inappropriate noises, calling out, rolling on the floor, talking while teacher is talking, out of their seat, poking / touching others to distract)
- Failing to follow a staff member's instructions
- Unacceptable manners
- Running on verandas
- Being in an out of bounds area

#### **In this reactive space the classroom/ specialist teacher will:**

- Use their discretion in initiating individual classroom management / support strategies such as
  - Positive reinforcement (star of the day / secret student / whole class rewards / bucket fillers and dippers)
  - Verbal response (praise / reminder of clear, predictable expectations / quiet, individual discussion, warning of consequences if the behaviour continues)
  - Removal (from the group or area that the behaviour is taking place)
  - Reflection (provide the student with an opportunity to reflect on their choices and make things right)
  - Keep records on SEQTA
  - Specialist teachers meet with classroom teacher to share strategies
- Use their discretion in choosing whether it is appropriate to engage in the Restorative Questions with the student -
  - What happened?
  - What were you thinking about at the time?
  - What have your thoughts been since the incident?
  - Who do you think has been affected by your actions? In what way?
  - What do you need to do now to make things right?

## 4.3 Procedure for Managing Level Two Behaviours

### LEVEL 2 : ONGOING DISRUPTIVE BEHAVIOURS

Years PK – 2 directed to Niall Kehoe and Years 3 – 6 directed to Leesa Vinciullo

Level Two: Persisting with disruptive behaviour which disturbs the teacher and / or students – impeding teaching and learning and further support is required. (teacher has already employed several management / support strategies to no avail)

This may include:

- Ongoing minor behaviours

#### **In this reactive space the classroom/ specialist teacher will:**

- Advise the parent of the repeated behaviours before seeking support from your Line leader (classroom teacher makes first contact prior to specialist teacher).
- Review proactive strategies with your Line leader – as outlined in Level One
- Together consider the need for / review of a Behaviour Plan / referral (student support team) that may be required.
- Keep the parent informed about the students' progress (Line leader to decide who makes contact).
- Document the behaviour on SEQTA.

**In this reactive space the Line leader PK – Year 2 / REC for Year 3 – 6 will;**

- Speak with the student using a restorative approach.
  - What happened?
  - What were you thinking about at the time?
  - What have your thoughts been since the incident?
  - Who do you think has been affected by your actions? In what way?
  - What do you need to do now to make things right?
- Contact parents via telephone.
- Ensure that the parents are called in for a school meeting with the Line leader and the Teacher.
- Consider external assessment/support.
- Ensure that the consequences from this meeting are developed and shared with the parents, student and classroom teacher.

4.4 Procedure for Managing Level Three Behaviours

**LEVEL 3 MAJOR BEHAVIOURS**

**Principal Involvement**

Level Three behaviours are those which **impact** upon the physical, emotional and psychological **safety** of self, students, staff and surroundings.

The occurs when a student fails to comply with school rules inside and outside of the classroom including but not limited to;

- 1. Unacceptable language
- Putdowns (suspected bullying behaviour and/or repeated conflict).
- Misuse of technology
- Inappropriate use of school / other students' property
- Abusive language towards any member of the school community
- Physical violence
- Causing harm to others intentionally or through rough/dangerous play
- Damage of property
- Teasing / taunting / bullying – this includes both physical and verbal
- Disrespecting the role of staff members
- Disrespecting property
- Any safety issues that puts self or others in danger
- Abuse of Social Media

### **In this reactive space the teacher will**

- Firstly, ensure safety for all.
- Where possible, remove students to the office.
- If not possible, seek assistance via your line leader for an initial investigation.
- Witnessing teacher gives as much information as possible to their line leader.
- Line leader to complete an initial investigation using the Restorative Questions -
  - What happened?
  - What were you thinking about at the time?
  - What have your thoughts been since the incident?
  - Who do you think has been affected by your actions? In what way?
  - What do you need to do now to make things right?
- Line leader decides if a referral to the principal is required.

### **In this reactive space the Principal will;**

- Speak with the student using a restorative approach.
  - What happened?
  - What were you thinking about at the time?
  - What have your thoughts been since the incident?
  - Who do you think has been affected by your actions? In what way?
  - What do you need to do now to make things right?
- Contact parents via telephone.
- Ensure that the Parents are called in for a school meeting with the Principal.
- Consider external assessment/support.
- Ensure that the consequences from this meeting are developed and shared with the parents, student and classroom teacher.
- Record information on Seqta.

In extreme cases, identified by Leadership, expulsion may occur.

Expulsion of students follows due process in line with the CEWA [Process of Exclusion of Children for Disciplinary Reasons](#)

Authorised by	Gina Burns		
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# ST COLUMBA'S SCHOOL RULES

## Be a Learner

- Follow the direction of the classroom teacher
- Try my best
- Remain on task
- Keep my work area tidy
- Take care of my property
- Take care of the school's property
- Only use the technology for what the teacher has asked.
- Follow the rules of the game

## Be Respectful

- Co-operate with the classroom teacher
- Raise your hand and wait to be chosen to speak
- When working in a group, use an inside voice
- Seek permission to borrow items
- Return borrowed items
- Use my manners (please, thank you, excuse me/pardon)
- Use appropriate words
- Greet people by their name
- Compliment and encourage others
- Seek permission before you take a photograph of someone
- Tell the truth
- Share equipment
- Take turns
- Talk out your friendship problem 1:1 with the person it concerns.
- Always speak of one another as though they are there
- Be a good winner and a good loser

## Be Safe

- Report unsafe situations to a trusted adult
- Walk in the classroom
- Walk on the red bricks and on the stairs
- Pass objects to others
- Stay in supervised areas
- Stay where you can see a duty teacher – if you can't see a teacher, you are in an unsupervised area
- Play in your rostered areas
- Only small ball games are allowed before school
- Playgrounds are out of bounds before school
- Wear my hat when playing
- Keep my hands and feet to myself