



## Behaviour Management Procedure

Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing and Behaviour Executive Directive

### 1.0 AIM

The Behaviour Management Procedure aims to foster responsible self-discipline through a whole-school, trauma-informed, relationship-centred approach aligned to:

- **Berry Street Education Model (BSEM)** – a trauma-informed, evidence-based model supporting student engagement, regulation and wellbeing.
- **Restorative Practices** – promoting accountability, empathy, dignity, and repair of relationships.

The procedure recognises that behaviour is a form of communication. Predictable routines, calm learning environments and positive relationships are foundational to supporting student regulation and engagement. Behaviour support processes prioritise connection over exclusion.

### 2.0 SCOPE

Applies to all staff, students and parents.

### 3.0 DEFINITIONS

*Restorative Practices* - Restorative Practices are used to teach accountability, repair harm and rebuild relationships. They promote resilience and self-discipline and focus on building, maintaining and restoring positive relationships.

#### *Berry Street Education Model (BSEM)*

BSEM is a whole-school, trauma-informed, strengths-based model grounded in research. It focuses on wellbeing and engagement across five domains:

1. **Body** – physical and emotional regulation, readiness to learn.
2. **Relationship** – relational classroom management and trust-building.
3. **Stamina** – building persistence, resilience and growth mindset.
4. **Engagement** – motivating students and increasing willingness to learn.
5. **Character** – values-guided learning and strengths development.

BSEM strategies include predictable routines, relational language, de-escalation practices, co-regulation and wellbeing-aligned instructional strategies.

*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.

*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.

*Major Behaviours* - are serious incidents that significantly compromise the physical, emotional, or psychological safety of the student themselves, other students, staff, or the school environment.

*Minor Behaviours* - are low-level disruptions that interrupt teaching and learning. They typically involve students being off-task, disregarding expectations, or engaging in unsafe but non-malicious actions.

*Proactive Behaviours* - Teacher-initiated behaviours to prevent escalation.

*Reactive Behaviours* - Immediate responses to unsafe or problematic behaviour.

*Trauma Informed Approach* - means understanding that many students have experienced stressful or overwhelming events, and these experiences can affect how they think, feel, behave, and learn.

It does not mean lowering expectations, it means adjusting our approach so students feel safe, connected, regulated, and ready to learn.

## **4.0 PROCEDURES**

### **4.1 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.**

#### *Whole-School Approach to Behaviour Support*

- Aligned with BSEM and restorative practices, St Columba's School commits to:
- Predictable routines and explicit teaching of behaviour and social-emotional skills.
- Establishing safe, calm, structured environments.
- Building positive relationships with students.
- Co-regulation and emotional literacy instruction.
- Using restorative conversations to address harm.
- Using data (e.g., SEQTA) to monitor behaviour patterns.
- Avoiding punitive systems that disconnect students.

#### *Proactive Supports*

- *Classroom Environment*
- Predictable schedules and visual timetables.
- Calm corners or regulation spaces.
- Clear expectations and boundaries.
- Positive reinforcement and strength-based language.
- Movement breaks, mindfulness and brain breaks.
- Zones of Regulation linked with BSEM regulation strategies.

#### *Classroom Support Strategies*

- Check-ins.
- Choice and consequence discussions.
- Explicit teaching of emotional regulation.
- Growth mindset language.
- Collaboration with the Leadership Team for support plans e.g. Behaviour Plans, Escalation Profile, Engagement Plans.

## Playground

- Active supervision.
- Restorative check-ins after minor conflicts.

### 4.2 Level One Behaviours – Minor Behaviours

These behaviours that disrupt the learning environment are managed by the classroom teacher.

Examples include:

- Low-level classroom disruptions such as calling out, talking while the teacher is talking, leaving their seat, or touching/poking others to distract them.
- Not following instructions given by a staff member.
- Using poor manners or showing inconsiderate behaviour.
- Unsafe movement, such as running or throwing objects in the classroom.
- Being in an out-of-bounds area without permission.

### Teacher Response

- Use positive reinforcement.
- Provide reminders and redirection.
- Move student to a regulation space if needed.
- Engage early restorative inquiry using **first two questions**:
  - *What happened?*
  - *What were you thinking at the time?*
- Guided self-reflection opportunity.
- SEQTA documentation, and ensure all relevant Education Staff receive the notification.

### 4.3 Level Two Behaviours – Ongoing Minor Behaviours and Moderate Behaviours

Behaviours that continue despite multiple documented classroom interventions, such as:

- Ongoing defiance or refusal to follow instructions
- Regular classroom disruption that significantly affects learning
- Recurring conflicts between students
- Continuous disrespect towards staff
- Continued misuse of technology after teacher warnings

and incidents that are concerning but **not immediately dangerous**, such as:

- Moderate physical incidents (e.g., pushing, shoving, rough play);
  - Verbal conflict or arguments escalating beyond teacher capacity;
  - Early or suspected bullying;
  - Emotional dysregulation episodes requiring co-regulation;
  - Misuse of property that is concerning but not malicious or severe;
  - Emerging social media issues;
  - Behaviour suggesting early signs of disengagement or emotional dysregulation
- require leadership follow-up

### Teacher Response

- Notify parents before leadership involvement.
- Review and refine proactive strategies with the relevant Assistant Principal.
- Consider a Behaviour Plan integrating BSEM strategies (regulation routines, relational resets).
- Provide ongoing parent communication.
- Document on SEQTA.

### Assistant Principal Response (PK–2: Niall Kehoe, Years 3–6: Leesa Vinciullo)

- Conduct restorative conversation using full 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?
- Contact parents.
  - Arrange meeting with teacher and parents.
  - Consider external assessment or support.
  - Develop clear consequences/support plans, shared with all stakeholders.

#### **4.4 Level Three Behaviours – Major Behaviours**

These behaviours represent a major breach of school expectations and require immediate Leadership Team involvement.

They include, but are not limited to:

- Serious verbal misconduct, such as abusive or highly inappropriate language, put-downs, or repeated conflict that may indicate bullying.
- Misuse of technology, including unsafe, inappropriate, or harmful digital behaviour.
- Inappropriate or unsafe use of property, whether belonging to the school or other students.
- Physical aggression or violence, including behaviour that is intentional or reckless.
- Significant damage to property.
- Bullying, including verbal, physical, or repeated targeted behaviours.
- Defiance or serious disrespect towards staff.
- Disrespect for school property or environment.
- Behaviour that compromises safety, in any setting within or outside the classroom.
- Misuse of social media, including harmful or unsafe online conduct.

#### **Teacher Response**

- Ensure immediate safety and regulation of all students involved, addressing physical and emotional safety before proceeding.
- Seek Assistant Principal support.
- Provide factual information to Assistant Principal.


#### **Assistant Principal Response**

- Ensure immediate safety and regulation of all students involved, addressing physical and emotional safety before proceeding.
- Conduct an initial investigation, including listening to student voice and using restorative questions to understand what happened and the impact.
- Communicate promptly with the Principal, providing a clear summary of findings, context, and any immediate safety measures taken.
- Implement interim supports or safety measures (e.g., supervision adjustments, regulation plans) as needed until the Principal meets with the family.
- Document all actions and relevant information on SEQTA.

#### **Principal Response**

- Ensure immediate safety and emotional regulation for all involved before proceeding with any investigation.
- Review all information presented, including staff accounts, student voice, context, and any prior patterns.
- Meet with the student and their parents/carers to discuss the incident, support needs, and next steps.
- Use a restorative approach to address harm, support accountability, and rebuild relationships where possible.

- Consider internal and external supports, such as CEWA School Psychologist, CEWA Student Disability Services, or relevant agencies.
- Determine appropriate consequences and safety measures, ensuring they are fair, consistent, and clearly communicated.
- Document all actions and communications on SEQTA promptly and accurately.
- In extreme cases, consider suspension or expulsion only in alignment with CEWA's *Process of Exclusion of Children for Disciplinary Reasons* and after consultation with CEWA.

Authorised by	Gina Burns	Signature:	
		Date:	31 January 2026
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## ST COLUMBA'S STUDENT CODE OF CONDUCT and SCHOOL RULES

At St Columba's we want to feel trusted, valued, safe, confident and respected.

In order to feel **trusted** St Columba's Students:

- Be honest and speak the truth.
- Do what we say we will do.
- Be a reliable and supportive friend.
- Speak about others the way we would like others to speak about us.

In order to feel **valued** St Columba's Students:

- Treat Others the Way We Want to Be Treated
- Use kindness and fairness in your words and actions.
- Make People Feel Valued and Important
- Include others, listen, and show appreciation for everyone's contributions.
- Accept and Celebrate Differences
- Respect people's backgrounds, abilities, and perspective.

In order to feel **safe**, St Columba's students:

- Keep Hands, Feet, and Objects to Yourself
- Use safe and gentle actions at all times.
- Follow Instructions from Staff
- Walk indoors and on paths.
- Stay in supervised areas.
- Wear a hat in the sun.
- Look Out for Others
- Help younger students and those who need support
- Report unsafe behaviour
- Use Kind and Respectful Words
- Ask for Help When You Need It and Help Others Get Help From a Trusted Adult
- If something feels unsafe or worrying, speak to a trusted adult immediately.
- Care for School Property and Equipment
- Use materials responsibly.
- Clean up after ourselves and place rubbish in the bin.

In order to feel **confident**, St Columba's Students:

- Include Others
- Welcome people into games, groups, and conversations so everyone feels they belong.
- Compliment and Encourage Others
- Use positive words to lift others up and recognise their efforts.
- Be Open to the Ideas of Others
- Listen respectfully, consider different perspectives, and value what others contribute.
- Believe in the Good in Others and Ourselves

- Assume positive intentions, show kindness, and trust that everyone is trying their best.

In order to feel **respected**, St Columba's Students:

- Take Care of Others and the Environment
- Show respect by looking after people, places, and the things we share.
- Be Friendly to Everyone
- Use kind words and actions so others feel welcomed and included.
- Admit When We Have Done Wrong
- Take responsibility for our choices and make things right when mistakes happen.
- Listen to Others
- Give people your attention, value their ideas, and allow everyone a chance to speak.