STUDENT BEHAVIOUR MANAGEMENT PROCEDURE

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

1. **Purpose**

The Executive Directive – Student Safety, Wellbeing and Behaviour guides the creation of cultures of safety and wellbeing where students feel safe and can flourish in their learning and development.

Principles

1. Whitford Catholic Primary School prioritises the safety and wellbeing of all students and is committed to promoting and supporting safe and inclusive learning environments.
2. Whitford Catholic Primary School students learn best when they feel safe, engaged, have a sense of belonging and attend school regularly.
3. Whitford Catholic Primary School recognises all members of the community as role models and change agents who have a broader influence in promoting and teaching safe, productive, and healthy behaviours and respectful relationships.
4. Whitford Catholic Primary School adopts a values-based, developmentally appropriate and trauma-informed approach to student behaviour.
5. Whitford Catholic Primary School recognises each child and young person's agency, and the right to be heard and to have a voice in all decisions affecting them.
6. Whitford Catholic Primary School will act to protect children from all forms of abuse and neglect. The safety and wellbeing of students must be the paramount consideration in all decision making; this must take precedence over all other factors.
7. Whitford Catholic Primary School students may require individual support or intervention due to risk, safety or health.

2. **Scope**

The Executive Directive ensures all CEWA employees have the knowledge and skills to promote student wellbeing and respond and intervene in matters where the behaviour, safety or mental health of students is concerned.

3. **Definitions**

The Executive Directive defines expectations on school staff encouraging student behaviour that maximises individual student learning with the common good. Exclusion is always an act of last resort.

Guidelines

- Practices
- Positive Measures
- Behaviour Management Framework

Practices:

Each class teacher is to set the expectation for behaviour with their class at the beginning of the school year using the three positive behaviours of 'Be Safe', 'Be Respectful' and 'Be Responsible'. The language of the expected school behaviours and Student Code of Conduct should be used at every opportunity, especially when reinforcing positive behaviour as well as following up on unacceptable behaviour. These expectations will be established through the use of explicit examples, regular reminders and referring to the Student Code of Conduct and Positive Behaviour Matrix displayed in each classroom.

Staff should use the following explanation to reinforce the expected behaviour (see Positive Behaviour Matrix).

- Being Safe - Always use your body and equipment in ways that will keep you and others safe
- Being Respectful - Considering others and the environment, allowing people to treat others as they wish to be treated
- Being Responsible - Take ownership of your actions, choices, learning and belongings

Positive Measures:

- Student behaviour will be acknowledged on school semester reports.
- Merit certificates are given at assemblies to acknowledge outstanding behaviour or achievement.
- Class rewards including faction tokens and other positive reinforcement are used by each class and specialist teacher in class, in the playground and at school events.
- The winning faction will receive a free dress day or free play every 5 weeks. At the end of the year, the overall winning faction will receive a shield.
- Positive behaviours will be acknowledged and recorded in SEQTA as deemed necessary.

In our commitment to fostering an inclusive and supportive learning environment, our student behaviour management procedure recognises and accommodates the unique needs of neurodivergent students. We understand that these students may require individualised approaches, including adjustments in communication, sensory considerations, and the use of positive reinforcement strategies. Students may have a specific plan in place that has been developed in consultation with school staff and parents to support their individual needs. The adjustments that have been recorded in these plans are applied when managing behaviour under our Student Behaviour Management Procedure.

WHITFORD
CATHOLIC PRIMARY SCHOOL

WHITFORD CATHOLIC PRIMARY SCHOOL BEHAVIOUR MATRIX

	Be Respectful	Be Responsible	Be Safe
All Areas	✓ We are kind, considerate and honest ✓ We wear our uniform with pride ✓ We are active listeners ✓ We get along with others	✓ We follow adult instructions. ✓ We care for our school community ✓ We are learners who give our best effort ✓ We are resilient	✓ We talk to an adult we trust about things that don't feel right ✓ We use equipment safely ✓ We keep our whole body to ourselves
Quadrangle, Walkways & Canteen	✓ We include others ✓ We use good manners ✓ We use appropriate noise levels ✓ We keep to the left ✓ We keep our hands to ourselves	✓ We put rubbish in the bin ✓ We put belongings away ✓ We sit until the second bell ✓ We respond to the bells promptly ✓ We keep our belongings to ourselves ✓ We line up sensibly	✓ We walk ✓ We sit whilst eating ✓ We wear hats ✓ We purchase and eat our own food ✓ We wait patiently in line
Drop off & Pick Up	✓ We listen carefully to the teacher and sit quietly ✓ We respond when called	✓ We arrive promptly ✓ We face the front ✓ We look for our car ✓ We stay with our family ✓ We sit in our faction bay ✓ We keep our belongings organised	✓ We stay seated at all times ✓ We walk at all times ✓ We stop, look & listen ✓ We wait for instructions before entering the car
Outdoor Play Areas	✓ We are kind, considerate and honest ✓ We are good sports ✓ We include others ✓ We play by the rules ✓ We use safe, friendly words ✓ We help others in need	✓ We stay in our play areas ✓ We play in our year levels ✓ We wait until the teacher arrives to play on equipment ✓ We follow the directions of the staff ✓ We care for our environment ✓ We look after play equipment responsibly	✓ We are always sun smart and we wear our hats ✓ We walk on the concrete and in the quad area ✓ We can run on the grass ✓ We use equipment safely ✓ We play sensibly and safely, keeping our whole bodies to ourselves ✓ We seek help from an adult if we need it
Toilets	✓ We respect others' privacy, with one person at a time in the cubicle ✓ We use the toilet during break times (or ask permission during class) ✓ We leave the toilets tidy and ready for others to use	✓ We use water, soap, toilets and toilet paper responsibly ✓ We move quietly and use inside voices	✓ We wash our hands thoroughly ✓ We wear shoes and keep feet on the floor ✓ We keep food and drinks outside of the toilets ✓ We report misuse or damage of property immediately ✓ We walk and return to class promptly
Assembly (Hall/Gym)	✓ We are active listeners ✓ We enter and exit quietly ✓ We follow teacher directions and instructions ✓ We clap when appropriate ✓ We respect the importance of community gatherings	✓ We lift chairs ✓ We care for equipment (sound system, props, sports equipment)	✓ We walk at all times ✓ We use the stairs to access the stage ✓ We are careful with all property
Church	✓ We sit quietly before mass commences ✓ We are aware of other parishioners	✓ We participate reverently and actively in the church service	✓ We follow teacher direction by entering and exiting in an orderly manner
Office	✓ We use greetings ✓ We use good manners such as please and thank you ✓ We wait to be spoken to and hold the door for others ✓ We wait patiently	✓ We seek help from an adult ✓ We model expected behaviours ✓ We do the right thing	✓ We walk ✓ We hold the door for others ✓ We are calm

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BEHAVIOUR MANAGEMENT FRAMEWORK

LEVEL ONE
SCHOOL BASED BEHAVIOUR MANAGEMENT
THE FOLLOWING BEHAVIOURS WILL RESULT IN THE ISSUE OF A L1 UNPRODUCTIVE BEHAVIOUR ENTERED IN SEQTA.

EXAMPLES	CONSEQUENCES	PROCEDURE
·Rough play/minor physical contact ·Repeatedly disturbing another student's learning ·Repeatedly interrupting the class/teacher ·Inappropriate use of technology/iPad ·Repeatedly failing to follow the teacher's instructions ·Unacceptable language / manners (including rude gestures or put downs)	Level 1 Unproductive Behaviour will be entered into SEQTA and sent to parents. These students will receive a timeout at the next available Recess or Lunch break. Communication will be made with parents in regard to the student's behaviour. If further clarification by the parents is required, an appointment should be made with the class teacher.	Two Level 1 Unproductive Behaviour records in SEQTA within a term constitutes a Detention Warning and structured action is taken. Unproductive Behaviours are reset each term.

LEVEL TWO
SCHOOL BASED BEHAVIOUR MANAGEMENT (DETENTION WARNING)
THE FOLLOWING BEHAVIOURS WILL RESULT IN A L2 UNPRODUCTIVE BEHAVIOUR ENTERED IN SEQTA AND A DETENTION WARNING.

EXAMPLES	CONSEQUENCES	PROCEDURE
· Swearing · Fighting, involving only pushing and shoving · Intentional rough play (e.g. deliberate hard tackle) · Intentionally excluding others or repeated put downs · Minor vandalism · Receiving two L1 Unproductive Behaviours in a term.	Level 2 Unproductive Behaviour will be entered into SEQTA and sent to parents. Parents will be notified via a phone call following a Detention Warning. These students will receive a Detention Warning and a timeout at the next available lunchtime.	A further incident following a Detention Warning will result in a Supervised Detention to be completed on the following Thursday afternoon 3.00 - 3.30pm.

LEVEL THREE
SCHOOL BASED BEHAVIOUR MANAGEMENT SERIOUS OFFENCES – DETENTION
THE FOLLOWING BEHAVIOURS WILL RESULT IN THE ISSUE OF A L3 UNPRODUCTIVE BEHAVIOUR ENTERED IN SEQTA AND RESULT IN A DETENTION WITHOUT WARNING.

EXAMPLES	CONSEQUENCES	PROCEDURE
· Serious vandalism · Violence · Serious fighting, e.g. punching, kicking · Throwing dangerous objects · Stealing · Abusive language · Sexual harassment · Persistent exclusion · Bullying (verbal/physical/exclusion/) · Other incidents that significantly impact the health and safety of others · The continuation of Level 1 or 2 Unproductive Behaviours	Level 3 Unproductive Behaviour will be entered into SEQTA and sent to parents. Parents will be notified via a phone call if the student is given a Supervised Detention. Students will be given a detention and will complete their detention on Thursday afternoon from 3.00pm-3.30pm. Possible removal from classroom/playground. Possible exclusion from school events. With younger students, a more immediate consequence is necessary to link the behaviour and the consequence so their detention will be during the next lunch time. All detentions will be supervised.	Where a student incurs two detentions in a term, they will be issued with a Suspension Warning and the parents will be required to attend an interview with the Principal. If a third detention is incurred in a term, a student may be suspended for up to 5 consecutive days.

A Level 3 breach of the school rules, following two previous suspensions, will result in a parent/carer interview to discuss the suitability of the school for their child in consultation with the CEWA Executive Director. All behaviour issues are to be recorded by the class teacher in SEQTA as Unproductive Behaviours.

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Authorised by:	Mark Marando	Signature:	
		Date:	February 2025
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