



Mater Christi CPS

# BEHAVIOUR MANAGEMENT PROCEDURES



# Mater Christi Catholic Primary School

## Behaviour Management Procedure

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# Mater Christi Catholic Primary School

## Behaviour Management Procedures

Sources of Authority	
CECWA Policy	Community
Executive Directive	Behaviour Management Procedures

### Rationale

At Mater Christi Catholic Primary School, we believe in working together to create a positive and supportive school community made up of students, staff, and families. We aim to provide a safe, caring, and inclusive environment where everyone is treated with kindness, respect, and cooperation. Our approach is grounded in the belief that every person is created in the image and likeness of God, and therefore deserves to be treated with dignity and respect.

The purpose of our behaviour procedures is twofold:

- First, to reduce disruptions so that students can get the most out of their learning.
- Second, to work in partnership with parents to help students become respectful, responsible, and active members of our school and wider community.

Mater Christi supports children from the age of three through to twelve, and we recognise that students are constantly learning how to behave and interact with others in a way that's right for their age and stage of development. We help students build these social and behavioural skills through consistent guidance and support.

At Mater Christi, our **Student Code of Conduct** provides the foundation for guiding student behaviour and supports students in making positive, respectful choices across all areas of school life. Our behaviour procedures are firmly grounded in our **Vision Statement** and are informed by [CEWA's Executive Directive – Student Behaviour Policy](#).

Aligned with Christ-centred values, our approach works in partnership with the **Highway Heroes** program and the **Making Jesus Real** philosophy. Together, these frameworks create a consistent, whole-school approach that nurtures emotional resilience, empathy, and a strong moral compass in our students.

This clear and cohesive structure ensures that staff, parents, and students share a common understanding of the expectations and processes involved in supporting positive behaviour and maintaining a safe, inclusive learning environment for all.



# 1. Student Code of Conduct – ‘Pillars’

The Behaviour Management Procedure seamlessly aligns with Mater Christi's student code of conduct. This harmonious integration ensures consistency and coherence across the school community. Our student code of conduct is vividly articulated through five pillars. These pillars collectively serve as a compass, directing and uniting the behaviour of our students towards a shared ethos of responsible conduct, enriching the educational journey for all.

## Act Safely

- Follow all school and safety rules. Treat school supplies and equipment with care to prevent accidents.
- Inform a staff member if you see anything that could be dangerous or unsafe.
- Use strategies for self-control.

## Show Respect

- Greet each other by name and use our manners. Respect the rights, beliefs, opinions and space of others.
- Listen to staff and follow instructions.
- Wear our uniform with pride.
- Share, take turns and work together to keep our classroom and school clean and tidy.

## Be Happy

- Be kind and friendly to all. Use words and actions that show care and consideration.
- Be the reason others smile by including each other.
- Play fairly.

## Be Confident

- Try new things and take risks with our learning. Demonstrate the courage to share ideas and thoughts.
- Encourage ourselves and others to persevere and keep trying.
- Take pride in our work and acknowledge the efforts of others.

## Ready to Learn

- Come to class with a positive mindset.
- Listen attentively and engage actively in classroom activities.
- Ask questions to explore and learn more and seek help when needed.
- Take responsibility for completing activities, tasks and homework to the best of our abilities.



## 2. Rights and Responsibilities

Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none"> <li>• Learn in a positive and supportive environment.</li> <li>• Learn and play in a safe, secure, and friendly environment.</li> <li>• Be Safe, Be Respected, Be Happy, Be Confident, Learn. (Student code of Conduct)</li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a way that promotes the safety and well-being of others.</li> <li>• Ensure that the school environment is kept neat, tidy, and secure.</li> <li>• Ensure that they are punctual, polite, prepared and display a positive manner.</li> <li>• Ensure that their behaviour is not disruptive to the learning of others.</li> </ul>
Staff have the right to:	Staff have the responsibility to:
<ul style="list-style-type: none"> <li>• Teach in a safe, secure and clean environment.</li> <li>• Teach in a purposeful and non-disruptive environment.</li> <li>• Co-operation and support from parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Model respectful, courteous, and honest behaviour.</li> <li>• Ensure that the school environment is kept neat, tidy, and secure.</li> <li>• Establish positive relationships with students, parents, and colleagues.</li> <li>• Ensure good organisation and planning.</li> <li>• Report student progress to parents.</li> </ul>
Parents have the right to:	Parents have the responsibility to:
<ul style="list-style-type: none"> <li>• Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child(ren)'s health and welfare.</li> <li>• Be heard in matters relating to their child(ren).</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that their child(ren) attend(s) school.</li> <li>• Ensure that the physical and emotional condition of their child(ren) is at an optimum for effective learning (ie. Sufficient sleep, healthy diet and watching age-appropriate material);</li> <li>• Ensure that their child(ren) is/are provided with the appropriate materials.</li> <li>• Be supportive of the school.</li> </ul>

### 3. Process for facilitating standards

At Mater Christi, CPS, we have established a comprehensive three-tiered approach to guide the facilitation of positive behaviour standards and effectively address instances of unacceptable behaviour. This approach operates across three levels of intervention: Level One, Level Two, and Level Three.

#### **Level One: Classroom-based Management**

Minor infractions are primarily managed within the classroom environment by the teacher, utilising effective classroom management strategies. This level emphasizes seamless integration of cues, such as standing beside a student, using quick hand signals, or tapping on the desk. The overarching goal is to ensure minimal disruption to the ongoing lesson.

#### **Level Two: Initial Formal Response**

Upon escalation, a formal process is initiated by the teacher. Initially, a warning is issued to the student, using clear communication such as requesting them to cease the behaviour or addressing them by name. Should the undesirable behaviour persist, the student will be given an opportunity to reflect individually within the classroom. In some cases, a reflection sheet (Appendix) may be provided for completion. Additionally, the teacher is responsible for initiating restorative practices with the student at an appropriate juncture. If the situation necessitates further attention, the teacher is obligated to promptly inform parents and the Leadership Team. Where parental contact occurs, thorough notes should be recorded in SEQTA, ideally within 24 hours to ensure timely communication.

#### **Level Three: Leadership Team Management**

At Level Three, behavioural consequences are primarily managed by the Leadership Team. These consequences are considered non-negotiable and are implemented at the discretion of the team. A student may be withdrawn from the classroom by a member of the Leadership Team to complete a Reflection Sheet and engage in a discussion about their behaviour. During this time, the student may also be required to complete classwork. The Leadership Team is responsible for communicating with parents and recording relevant information in SEQTA to ensure consistency and accountability.

At Mater Christi Catholic Primary School, we are committed to a structured and proactive approach to behaviour management—one that values clear communication, collaboration, and mutual respect. Through this process, we aim to foster a supportive and accountable school environment that encourages positive behaviour, personal growth, and the holistic development of each student.

## 4. Child Safety Considerations

Mater Christi CPS is committed to the safety, wellbeing, and dignity of all students. In line with our Catholic ethos and in compliance with legislative requirements, **the use of any form of child abuse, corporal punishment, or other degrading treatment to manage student behaviour is strictly prohibited.**

These practices are not only incompatible with our beliefs but are also explicitly defined and forbidden under the *Guide to Registration Standards and Other Requirements for Non-Government Schools*.

The four categories of child abuse recognised under Western Australian law and defined by the Department of Communities include:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
2. Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and development level, and includes sexual behaviour in circumstances where:
  - (a) the child is the subject of bribery, coercion, a threat, exploitation or violence
  - (b) the child has less power than another person involved in the behaviour; or
  - (c) there is significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes: (a) psychological abuse; and (b) being exposed to an act of family and domestic violence.
4. Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic or chronic.

## 5. Behaviour Matrix

The following Behaviour Matrix outlines behaviours aligned to each level and Pillar of our student Code of Conduct. It is important to note that the interpretation of behaviours takes into account the developmental age of the child. Teachers are entrusted to exercise their professional judgment in responding to behaviours. In instances where behaviour poses a significant risk to the safety or wellbeing of others, some steps in the response process may be bypassed. This is at the teacher's discretion and only applied when necessary to ensure a safe and supportive learning environment for all students.

	Behaviour Matrix			
	Act Safely	Show Respect	Be Happy / Be Confident	Ready to Learn
LEVEL 1	<ul style="list-style-type: none"> <li>Ignoring instructions</li> <li>Not following game rules</li> <li>Throwing objects around the room</li> <li>Dropping rubbish in playground</li> <li>Not taking care of equipment</li> <li>Not lining up when bell rings, late to class</li> <li>Improper use of equipment</li> <li>Moving from prescribed area without permission</li> </ul>	<ul style="list-style-type: none"> <li>Falsely dobbing on other students to deliberately get them into trouble</li> <li>Not admitting to doing wrong</li> <li>Laughing when someone is hurt</li> <li>Inclusivity of all students</li> <li>Talking during prayer, Mass, or assembly</li> <li>Not using manners</li> <li>Not putting equipment away</li> <li>Not putting rubbish in the bin</li> <li>Incorrect uniform</li> </ul>	<ul style="list-style-type: none"> <li>Not letting others join in games</li> <li>Pushing in</li> <li>Not using manners</li> <li>Unnecessary negative gestures/comments to others</li> <li>Name calling</li> <li>Not addressing staff appropriately or at all</li> </ul>	<ul style="list-style-type: none"> <li>Making fun of someone when they give a wrong answer</li> <li>Mimicking others</li> <li>Calling out or interrupting during lesson</li> <li>Ignoring instructions / off task</li> <li>Talking while someone else is talking</li> <li>Throwing objects around the room</li> <li>Not following instructions with iPads/computers</li> <li>Not prepared for class –leaving things at home – homework, readers, specific resources</li> </ul>
LEVEL 2	<ul style="list-style-type: none"> <li>Stealing (taking others belongings)</li> <li>Taking someone's hat deliberately/maliciously</li> <li>Consistently not following teachers' instructions</li> <li>Repeated rough play</li> <li>Throwing equipment inappropriately and in a dangerous manner</li> <li>Not following the school's ICT Policy.</li> <li>Repeated malicious misuse of equipment and materials e.g Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>Consistently wearing incorrect uniform</li> <li>Misbehaving when representing school offsite</li> <li>Consistently not following teachers' instructions</li> <li>Swearing and using rude gestures</li> <li>Consistently and deliberately excluding others</li> <li>Answering a teacher back after a request</li> <li>Consistently disobeying the school's uniform policy e.g hair, uniform</li> </ul>	<ul style="list-style-type: none"> <li>Student delivers message that is untrue</li> <li>Constantly dobbing with intent to get others into trouble</li> <li>Deliberate lying</li> <li>Consistently making fun others</li> <li>Belittling others because of ability, race, gender, or socio-economic differences.</li> <li>Repeatedly excluding others</li> </ul>	<ul style="list-style-type: none"> <li>Copying somebody else's work and presenting it as your own.</li> <li>Consistently being off task and not completing work</li> <li>Consistently and purposely interrupting and distracting others on the mat or at desks</li> <li>Consistently back chatting the teacher</li> <li>Consistently leaving things at home and not completing homework</li> <li>Repeatedly using equipment/ materials in unsafe way</li> <li>Ignoring the teacher</li> </ul>
LEVEL 3	<ul style="list-style-type: none"> <li>Deliberate aggressive, threatening and physical behaviours ( Kicking, spitting, slapping, biting, punching)</li> <li>Deliberately targeting someone physically or verbally</li> <li>Deliberately hurting a person with equipment</li> <li>Leaving the school grounds during school hours without permission</li> <li>Not following the school's ICT Policy e.g Cyber bullying</li> <li>Inappropriate touching someone's body</li> <li>Possession, or distribution of alcohol or illegal drugs</li> <li>Possession or use of weapons or dangerous goods</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately shares sensitive information about another person.</li> <li>Consistent bullying – physical or verbal</li> <li>Swearing aggressively at staff or students</li> <li>Aggressive and/or cruel verbal behaviours</li> <li>Answering a teacher back after a request</li> </ul>	<ul style="list-style-type: none"> <li>Repeatedly putting self or others in harm's way</li> <li>Targeting and bullying others</li> <li>Engaging in racist behaviour</li> <li>Encouraging others to exclude a student/s / teasing</li> </ul>	<ul style="list-style-type: none"> <li>Cheating during assessments and formal exams</li> <li>Downloading inappropriate content on laptops or iPads</li> <li>Rough treatment of your own or other people's iPad.</li> <li>Refusing to participate in learning</li> </ul>

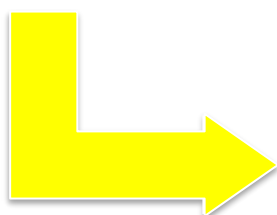


## 6. Flow Chart

One

### Classroom-based Management

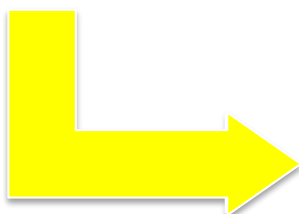
- Child is quietly given a **first formal warning** after two minor redirections
- Child is reminded of the consequences of continued disruptive behaviour



Two

### Initial Formal Response

- Child is quietly given a **second formal warning**
- If behaviour continues, may be relocated within the room or to the teachers room next door to continue working.
- Reminded of consequences of third warning (Parent and Leadership notification only)



Three

### Leadership Team Management

- Child is given **third formal warning** or behaviour warranting immediate action.
- Leadership typically oversees.
- Parents informed via either email, phone call, or face-to-face) determined at the discretion of the leadership.
- Child to complete a 'Reflective Sheet' and appropriate consequences given.
- SEQTA behavioural note (usually managed by Leadership at times, however the teacher, school councillor may be asked)

## 7. Restorative Practices

At Mater Christi, we are committed to fostering a safe, respectful, and faith-filled learning environment where every student feels valued and supported. As part of our Positive Behaviour Procedures, we embed Restorative Practices into our daily interactions and responses to student behaviour.

The term **Restorative Practices** refers to a relationship-centred approach that promotes genuine connection and accountability. It supports students in understanding the impact of their actions, encourages empathy, and seeks to repair harm. Rather than focusing solely on punitive measures, restorative practices aim to strengthen relationships, enhance responsibility, and build a compassionate community.

When conflicts or behavioural concerns arise, students are guided to reflect on their choices, consider the effects on others, and work collaboratively to find a way forward. This process does not excuse harmful behaviour but provides a structured and respectful opportunity for all involved to be heard and to contribute to a resolution.

While some restorative conversations may happen informally—such as during a brief chat in the classroom or playground—more serious matters are addressed in a formal setting using a consistent set of guiding questions. This process may still include consequences where appropriate, but always with a focus on learning and healing.

A typical restorative conversation might include questions such as:

- What happened?
- What were you thinking at the time?
- What led you to make that choice?
- Who was affected by your actions? In what way?
- How were you feeling at the time?

Through this approach, students learn to take ownership of their behaviour, develop empathy, and contribute to building a respectful and connected school community

## 8.Positive Reinforcement

At Mater Christi, staff are encouraged to recognise and praise positive behaviours that reflect our school values and support our Code of Conduct. The goal is to nurture each child's intrinsic motivation to learn and act responsibly. While intrinsic motivation is the focus, teachers may use external rewards to support positive behaviour in the classroom. These should complement—not replace—the aim of fostering self-motivation.

Teachers are encouraged to identify and celebrate students who demonstrate excellence in line with our Vision for Learning. Recognition may include:

- Merit and Aussie of the Month Certificates (at assemblies)
- Verbal praise, classroom privileges, and reward time
- Stickers, WOW Wednesday stickers, and Gotcha (Spirit of Jesus) Cards
- Positive notes or calls home to parents
- Mentions in the school newsletter

In dealing with situations as they arise. It is a response to a child's inappropriate behaviour. Whilst we encourage and focus on positive behaviours, we will always experience the need to implement **reactive strategies**. These strategies are how we work with students to teach them accountability for their actions and choices. Any of the following strategies may be implemented:

- Restitution
- Time out
- Letter / email to parents
- Parent meeting
- Individual Behaviour Plan (IBP)
- Involvement of support staff
- Suspension / Exclusion

## 9. Network of Student Support

To further support staff and students with regards to issues relating to student behaviour, Mater Christi can access support both within Catholic Education Western Australia and through the community. An outline of some of these includes:

Internal support	External Support	
School Based	CEWA and other services	Community Services
<ul style="list-style-type: none"><li>• School teaching and support staff</li><li>• School counselor</li><li>• School administration</li><li>• Leadership Team</li><li>• Parents</li></ul>	<ul style="list-style-type: none"><li>• School Psychologist</li><li>• Regional Officer</li><li>• CEWA Office staff</li><li>• Behaviour Centre</li></ul>	<ul style="list-style-type: none"><li>• Department of Child Protection</li><li>• Local Police</li><li>• Health Services</li><li>• CAMHS Education Liaison Teacher</li><li>• Counselling Services (Lifeline)</li></ul>

## 10. Conclusion

Mater Christi is committed to fostering a safe, respectful, and supportive learning environment.

**Bullying** of any kind—whether physical, verbal, social, or cyber—is strictly prohibited.

The **inappropriate use of ICT**, including online harassment, accessing or sharing offensive content, or breaching digital privacy, is not tolerated and will result in disciplinary action. The use, possession, or distribution of **alcohol, illegal drugs**, or other harmful substances is strictly forbidden on school grounds or during school-related activities.

The possession or use of **weapons or dangerous goods** presents a serious risk to the safety of our school community and is strictly prohibited. Acts of **violence, threats, or intimidation** will be addressed with urgency in line with school protocols. All students are expected to act with responsibility, integrity, and respect at all times.

For further details regarding expectations, definitions, and consequences related to bullying, ICT misuse, drug and alcohol use, violence, and weapons or dangerous goods, please refer to the following MC Policies;

1. Mater Christi - Bullying and Harassment Policy
2. Mater Christi - ICT Policy (student)



## Mater Christi Junior School Reflection Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What zone were you in?

Blue Zone	Green Zone	Yellow Zone	Red Zone

Circle how you were feeling.

Bored	Happy	Nervous	Scared
Sad	Excited	Silly	Angry
Tired	Calm	Worried	Frustrated
Disappointed	Focused	Uneasy	Stressed
Slow	Peaceful	Unsure	Annoyed

What happened? (draw or write)

Who was impacted by my behaviour? (circle)

Peers

Me

Class

My Teacher

My parents

What can I do about it now?

Next time I will ...

Which Code of Conduct did I break?

1. Act Safely
2. Show Respect
3. Be Happy
4. Be Confident
5. Ready to learn



How can I make it better?

Child : \_\_\_\_\_ Leadership: \_\_\_\_\_ Guardian: \_\_\_\_\_



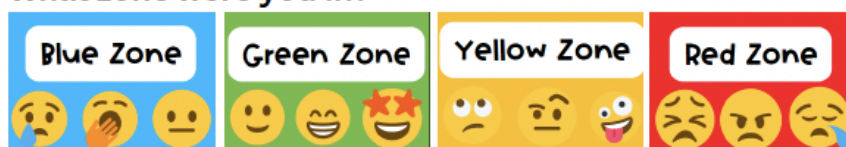


# Mater Christi Senior School Reflection Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What zone were you in?



Circle how you were feeling.

Bored	Happy	Nervous	Scared
Sad	Excited	Silly	Angry
Tired	Calm	Worried	Frustrated
Disappointed	Focused	Uneasy	Stressed
Slow	Peaceful	Unsure	Annoyed

What happened?

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Who was impacted by my behaviour? (circle)

Peers      Me      Class      My Teacher      My parents

What can I do about it now? \_\_\_\_\_

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Next time I will \_\_\_\_\_

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Which Code of Conduct did I break?

How can I make it better?

1. Act Safely
2. Show Respect
3. Be Happy
4. Be Confident
5. Ready to learn




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Child : \_\_\_\_\_ Leadership: \_\_\_\_\_ Guardian: \_\_\_\_\_

# STUDENT CODE OF CONDUCT

*The student code of conduct is a set of expectations written by the students that outline the behaviour and conduct expected from students at Mater Christi.*

**WITH CHARITY IN OUR HEARTS, WE, THE STUDENTS OF MATER CHRISTI, BUILD COMMUNITY THROUGH MAKING POSITIVE CONNECTIONS.**

**SAFE SPACES  
for  
EVERYONE**

## ACT SAFELY

Follow all school and safety rules.  
Treat school supplies and equipment with care to prevent accidents.  
Inform a staff member if you see anything that could be dangerous or unsafe.  
Use strategies for self-control.

## SHOW RESPECT

Greet each other by name and use our manners.  
Respect the rights, beliefs, opinions and space of others.  
Listen to staff and follow instructions.  
Wear our uniform with pride.  
Share, take turns and work together to keep our classroom and school clean and tidy.

## BE HAPPY

Be kind and friendly to all.  
Use words and actions that show care and consideration.  
Be the reason others smile by including each other.  
Play fairly.

## BE CONFIDENT

Try new things and take risks with our learning.  
Demonstrate the courage to share ideas and thoughts.  
Encourage ourselves and others to persevere and keep trying.  
Take pride in our work and acknowledge the efforts of others.

## READY TO LEARN

Come to class with a positive mindset.  
Listen attentively and engage actively in classroom activities.  
Ask questions to explore and learn more and seek help when needed.  
Take responsibility for completing activities, tasks and homework to the best of our abilities.

*When others are not following the Student Code of Conduct, we will; remind them of the expectations, be good role models, try to help resolve problems, respectfully stand up for ourselves or others and seek help from staff.*

*In following our Student Code of Conduct, we are contributing to a positive and respectful learning community where safety, respect, confidence, happiness and readiness to learn are valued and upheld.*

*When we follow our code of conduct, we make Jesus real each day.*

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