



Our Lady of Mount Carmel School, Hilton Behaviour Management Procedure

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

1. Purpose

Our Lady of Mount Carmel's Positive Behaviour Management Procedure is designed to minimise interruptions from inappropriate behaviour in order to maximise the teaching and learning process. The Behaviour Management Procedure also acts as a pathway, in conjunction with parents, to guide our students to become active, responsible, considerate, giving members of the community. The school prioritises the safety and wellbeing of all students and is committed to promoting and supporting a safe and inclusive learning environment.

We aim to create an inclusive, tolerant, respectful, positive, safe, cooperative and empathetic school environment. We support all students, parents and staff to: feel welcomed and a vital part of our school community; celebrate our differences; and take a proactive stance in promoting student safety and wellbeing. Our Lady of Mount Carmel School does not tolerate bullying, harassment, aggression and violence by any member of its community. Some of the ways we work to achieve these aims are by:

- Building positive relationships between students, parents and staff.
- Regularly communicating between the school and home.
- Involving students, staff and parents in decision-making within the school and
- Providing multiple avenues for student, staff and parent feedback.

Through praise, encouragement and recognition, Our Lady of Mount Carmel School aims to enhance the development of self-discipline and wellbeing in students. Students will be encouraged to take responsibility for their actions, recognise the impact of their actions, and reconcile and resolve conflict with others.

Our commitment to restorative practices will be evident in helping our students learn from their mistakes. Our practices and procedures at Our Lady of Mount Carmel School support the 5 elements of the *Australian Student Wellbeing Framework* (Education Services Australia, n.d.):

- Visible leadership to inspire positive school communities.
- Wellbeing and support for positive behaviour.
- Effective family and community partnerships.
- Authentic student participation; and
- An inclusive and connected school culture.

2. Scope

These procedures apply to all students from Pre-Kindergarten to Year 6 at Our Lady of Mount Carmel School. Every member of our school has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

3. Definitions

“Not Applicable”.

4. Procedures

Our Lady of Mount Carmel School has developed a **Student Code of Conduct**:

At Our Lady of Mount Carmel School, we want to feel safe, happy, all included, respected, and engaged.

*1. In order to feel **safe** we will be aware of our personal space by keeping our hands and feet to ourselves and being honest and fair.*

*2. In order to feel **happy** we will show enthusiasm and engage in interesting and challenging activities. We will play fairly and take responsibility for our actions.*

*3. In order to feel **all included** we will look out for others and ensure that we are all having fun. We will be brave and have a go at new things and we will speak up and have a say.*

*4. In order to feel **respected** we will use our manners, listen to others when they are speaking and accept everyone’s differences and uniqueness.*

*3. In order to feel **engaged** we will follow instructions and always try our best. We will be excited and positive and understand that we are all individual and unique. We will help others to learn by respecting the learning environment.*

(Appendix 1)

- The student code of conduct and school values form the basis for the behaviour engagement procedures.
- Every student’s dignity is prioritised through confidentiality, privacy and fairness which are key requirements of the procedure.

- Our parent handbook details these procedures and they are also available on the school website for all parents, carers and community members.

Promoting Positive Behaviour in the Classroom and Playgrounds

At Our Lady of Mount Carmel School, we strive for positive behaviour in the classroom and playground. Some of the ways we promote this are:

- Praise and affirmations relating to our school virtues of Truth, Prayer and Service using our Making Jesus Real initiative of MJR token rewards added to our Faction boxes. These are counted twice per term and the winning faction is involved in a Faction Celebration.
- Providing opportunities for leadership and responsibility amongst our students.
- Individual/ group/ class positive reinforcements where appropriate; and

Each classroom teacher, at his or her discretion, is responsible for promoting positive behaviour in the classroom. Implementing preventative and early intervention strategies to support positive behaviours in the classroom is a key part of our school's behaviour support school-based procedures.

- Whole school positive reinforcement connected to our school virtues, Making Jesus Real, Ready to Learn Plans, and Emotion Coaching through the Talk it Out strategy.
- Social and emotional skills and strategies are explicitly taught using evidence- based programs. Areas supported include social decision making, the empowerment of students, resilience, and skills in conflict resolution. This is supported by the teaching of the *Keeping Safe* Program.
- Providing a physical environment conducive to positive behaviours, student, staff and parent wellbeing and safety and effective engagement in learning.
- Collecting and using data about student behaviour to inform ongoing practices.

Classroom Behaviour Support Procedures

Classroom teachers are responsible for documenting inappropriate and unsafe student behaviour. All relief teachers will be provided with information about the school's behaviour support approach in relief files located in the AP Office.

The steps for dealing with inappropriate classroom behaviour uses the 1-2-3 approach and discussing the zones of regulation and finding solutions using Highway Heroes strategies to Talk it Out.

In the case of a child who consistently reaches a 'Strike 3', a Positive Behaviour Management Support Plan will be created by the teacher to support their behaviour.

For students demonstrating extreme behavioural dysregulation (at the discretion of the teacher and leadership team), the classroom teacher will work collaboratively with parents to develop a tailored Individual Behaviour Management Support Plan (Appendix 3) to assist the child and monitor behaviour at school using a case management model.

Playground Behaviour Support Procedures

The duty teacher or teacher assistant needs to ensure that any incidents are reported to the classroom teacher. When the duty changeover occurs, any significant incidents that have already occurred need to be communicated and the new staff member on duty needs to follow through with necessary consequences when/if required. All relief teachers will be provided with information about the school's behaviour support approach. The steps for dealing with inappropriate playground behaviour follow the Whole School Behaviour Management Timeline as above. (Appendix 2)

Bullying Procedures

The aim of a school response to bullying is to restore a positive learning environment for all students and to avoid escalation of issues or causing more harm (Bullying No Way! n.d.). Our Lady of Mount Carmel School uses the school response flow chart from the *Bullying No Way!* resource (Appendix 4) for student reports of bullying. The flow chart includes the following steps for responding to student reports of bullying for classroom teachers and the Leadership Team:

1. Listen carefully and calmly, and document what the student tells you.
2. Collect additional information.
3. Discuss a plan of action with the students.
4. Inform the students what you intend to do.
5. Provide suggestions about what to do if the bullying occurs again.
6. Set a date for follow up review/s.
7. Record the incident in the school's data management system (SEQTA).
8. Notify appropriate personnel.
9. Contact the parents/guardians about the incident and the plan of action.
10. Follow up with the student over the next several weeks and months.

If an incident is reported by a parent, the following steps are used by classroom teachers and Leadership Team:

1. If they have not already done so, the parents/caregivers are asked to talk with their classroom teacher in the first instance. If parents are still concerned after speaking with the classroom teacher, they may make an appointment with a member of the Leadership Team.
2. The staff member listens carefully and documents the account, referring to these procedures to discuss the definition of bullying, expectations of students and staff, responsibilities, and implications.
3. The staff members inform the parents/caregivers what he/she intends to do regarding their concerns.
4. The staff member provides suggestions and information about what parents/caregivers can do to support their child in the short term.
5. The staff member sets a date for a follow up review and concludes the meeting.

6. The staff member records the incident/student contact in school's student data management system- SEQTA.
7. The staff member collects additional information from students and other personnel as appropriate and notifies appropriate school personnel.
8. After the staff member has developed a full action plan based on the additional information gathered, he/she conducts the follow up review meeting with parents/caregivers.
9. The staff member follows up with parents/caregivers and students at a designated time in the following weeks or months. Confidentiality is vital and will be always maintained unless the incident is in breach of the *CEWA's Child Protection Procedure and Guidelines*.

Serious Breach of Code of Conduct Procedure

In the case of a serious breach of the OLMC School Code of Conduct (including acts of physical violence) the student is referred to the Principal or Assistant Principal. Parents/Guardians are to be contacted and in consultation the outcome or consequence will be determined.

Suspension of Students Procedure

Suspension means temporary withdrawal of a student's right of attendance at the school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed to be prejudicial to the good order or reputation of the school. The Principal will discuss the proposed suspension with the parents/guardians of the student involved.

Exclusion of Students Procedure

(Ref: CECWA Policy Statement Exclusion of Students for Disciplinary Reasons.)

<https://cewaedu.sharepoint.com/sites/Handbook/SitePages/Student-Behaviour-Directives.aspx>

Exclusion means total withdrawal of a student's right to attend a particular school, i.e., termination of enrolment. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules, or behaviour that is persistently disruptive or contrary to the mission statement of the school and would be applied only as a last resort. Careful consideration shall be given to the overall good of the individual student as well as to the welfare of the school community. The decision to exclude a student shall be the responsibility of the Principal in consultation with the Executive Director of Catholic Education WA. No exclusion shall proceed unless the procedures outlined in the CECWA Policy Statement Exclusion of Students for Disciplinary Reasons have been adhered to.

Authorised by	Tracey Marsden	Signature:	APPROVED
	Principal	Date:	01/01/2026
Effective Date:	01/01/2023		