



Divine Mercy College  
326 Yangebup Road Yangebup WA 6164

Reg. Standard	Level of Care
	4.1.1
Version	5
Written	2014
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# BEHAVIOUR MANAGEMENT POLICY: PRIMARY SCHOOL

## Policy Statement

At Divine Mercy College, we believe that all school members should show respect and exercise consideration towards each other and adhere to the Catholic Ethos of the School as well as follow the School's Code of Conduct. Every student has the right to learn and feel safe, and every teacher has the right to feel safe in a cooperative school environment. DMC explicitly forbids child abuse, corporal punishment, or degrading punishment, per the Child Safe Policy.

Our Behaviour Management Policy reflects our commitment to fostering a nurturing and respectful atmosphere where the values of respect, responsibility, and integrity are upheld. This policy aims to create a positive learning environment that supports the academic, social, and emotional development of our students, ensuring that all members of our school community can thrive in a secure and supportive setting.

## Scope

This policy applies to all students, staff, and visitors.

## Related Policies

- Student Code of Conduct
- Bullying Policy
- Child Protection Policy
- Pastoral Care Policy
- Inclusive Education Policy
- Attendance Policy
- Uniform Policy
- Complaints Policy
- Duty of Care Policy
- Enrolment Policy
- Suspension, Expulsion, Detention Guideline
- Risk Management
- Values, Vision, and Mission of the School
- Excursions and Camps Policy
- Use of ICT Policy

## Code of Conduct

1. Be respectful to the Catholic faith
2. Behave in a safe, sensible manner
3. Respect the rights of others
4. Treat others as you would like to be treated
5. Respect all property and the school environment
6. Follow staff directions promptly and respectfully

## Guiding Principles

The following principles will guide Divine Mercy College and its staff in the management of all student behaviour:

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- The use of corporal and other degrading punishments is banned
- Any form of Child Abuse is forbidden
- Teachers' behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.
- School staff will demonstrate accountability for evidence-based decision making, reporting and referral to appropriate support, and record keeping.
- Respect for a student's culture and background
- Respect the privacy and human dignity of the student
- To focus on more positive behaviour management with positive guidance and encourage acceptance and opportunities for positive and respectful relationships with each other, staff and volunteers

## Definition

### Child abuse:

1. *Emotional / Psychological Abuse*: an attitude or behaviour by a person towards a child that causes emotional harm. It can include rejection or refusal to accept a child, terrorism, bullying, isolation, grooming, continual belittlement and exposure to an act of family or domestic violence. Emotional abuse may be evidenced through disturbed behaviour or the impairment of the child's emotional, intellectual or social development.
2. *Physical Abuse*: Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver. It includes injuries such as cuts, bruises, burns and fractures caused by a range of acts including beating, shaking, illicit administration of alcohol and other drugs, attempted suffocation or excessive discipline.

3. *Sexual Abuse*: Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental 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 a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour
4. *Neglect*: 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. *Bullying students by staff*: Bullying: is a repeated behaviour that may be physical, verbal, written and/or psychological; where there is intent to cause fear, distress or harm to another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who is /are unable to stop this from happening.
6. *Grooming*: prepare or train (someone) for a particular purpose or activity (especially in grooming the person to accept any of the above behaviour, in particular sexual abuse). Child grooming is befriending and establishing an emotional connection with a child, and sometimes the family, to lower the child's inhibitions for child sexual abuse. To establish a good relationship with a child and the child's family, child groomers might do several things:
  1. Grooming behaviour with children may include, but is not limited to:
    - Selecting and befriending a child and gaining his or her trust, and then exploiting the child's vulnerabilities.
    - Testing a child's boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling, or sexual games.
    - Moving from non-sexual touching to "accidental" sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitised to the touch.
    - Manipulating the child to not tell anyone about what is happening. The abuser may use a child's fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion.
    - Causing the child to feel responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual.
  2. Grooming behaviour with adolescents may include additional strategies, such as:
    - Identifying with the adolescent. The abuser may appear to be the only one who understands him/her.
    - Displaying common interests in sports, music, movies, video games, television shows, etc.
    - Recognising and filling the adolescent's need for affection and attention.
    - Giving gifts or special privileges to the adolescent.
    - Allowing or encouraging the adolescent to break rules (e.g., smoking, drinking, using drugs, viewing pornography).
    - Communicating with the adolescent outside of the person's role (e.g., teacher, or coach). This could include, for example, texting or emailing the teen without the parents' knowledge.

- In addition to grooming the child, the groomer will use deflection strategies to remain unchallenged. Some of these strategies may include where the perpetrator:
  - Promoting self and creates a reputation as caring, child-loving, competent, available, trustworthy, truthful
  - Raising doubts about the motives, mental health, reliability of the child or anyone else who might approach support services with allegations
  - Fostering dependency as someone the family can rely on
  - Positively representing child to others so as to be perceived as someone who would never harm the child

**Corporal punishment:** Physical force causing pain, banned per UN CRC General Comment No. 8 (2006).

**Degrading punishment:** Punishment undermining dignity, banned per UN CRC General Comment No. 8 (2006).

### General Rules

- Be courteous and respectful to staff and other students
- Always dress in correct school uniform – see Uniform Dress Code
- No running on the verandah
- No student to be inside a class room without a teacher
- No vandalism
- Ensure the school grounds are free of rubbish
- No chewing gum on school premises.
- No eating and drinking in class rooms.
- Absentee note is required to be submitted on first day of child's return to school.
- All students are required to eat their lunch in their designated lunch areas during the first ten minutes of lunch break.
- Smoking, consumption of alcohol and the use of non-prescription drugs are not permitted and will result in expulsion.
- No student may leave the school grounds during school time without following the early departure procedures
- Parents who keep their children home should notify the school office by telephone before 9am that morning. An absentee note is required upon re attendance.
- Students to arrive at between 8:00 and 8:25 am, except for a purpose which has been approved by the principal
- School gates don't open until 8.00am and students are therefore the responsibility of the parents until this time
- Staff are on duty until 3.30pm only therefore all parents must have collected their child by this time or have alternative arrangements
- Students to ADHERE to Bullying Policy and ICT Policy

### Playground Rules

- Students only enter a classroom only if a teacher is present in the room
- Students walk on the verandah
- Students walk my bike, scooter, skateboard or rip stick in the school grounds

- Students will not deliberately disrupt other people's games
- Students are not allowed to play on any equipment before or after school
- If students borrow sports equipment only at lunchtime they must return it to either the sports room or their classroom
- Students are to follow the Sun Smart Policy when outdoors
- Students are not to play in the toilet block, throw items at students, fight or be involved in rough play
- Students are not to participate in Bullying of any kind
  - Verbal: name calling, using put downs, racist or sexist comments, insulting, intimidation etc
  - Psychological: threats and implied threats, emotional blackmail, manipulation, unwanted messages, threats to an individual's reputation and/or safety etc
- Relational: ostracising by excluding or rejecting a individual or group, spreading rumours and untruths, threatening to share personal information

### Adhering to School Rules

Students are required to adhere to the Code of Conduct and General Rules of the School. This is paramount not only in providing an atmosphere of order and peace conducive to a positive learning environment, but in fostering a sense of responsibility and in the provision of sound pastoral care.

The staff will endeavour at all times to encourage and promote the best behaviour from all students through positive reinforcement and a system of reward points which values achievements in all areas, academic or otherwise.

Failure to adhere to the College's strict code of conduct will result in the implementation of the following process.

### Behaviour Management Chart – ELC and Primary

In primary school, the following Stages will apply to minor breaches. See Appendix 1 and 2.

(Serious breaches of conduct will result in consequences commensurate with the breach. In such cases, parents will be notified immediately.

### Right and Responsibilities

<b>Students have the RIGHT to:</b> <ul style="list-style-type: none"> <li>➤ learn in a purposeful and supportive environment;</li> <li>➤ learn and play in a safe, friendly and well-maintained environment;</li> </ul>	<b>Students have the RESPONSIBILITY to:</b> <ul style="list-style-type: none"> <li>➤ ensure that their behaviour is not disruptive to the learning of others;</li> <li>➤ ensure that the school environment is safe and well-maintained;</li> <li>➤ ensure that they are courteous, respectful, punctual, polite, prepared</li> </ul>
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<ul style="list-style-type: none"> <li>➤ be respected (including respect for culture, human dignity and privacy); and</li> <li>➤ be treated fairly.</li> </ul>	<p>and display a positive manner, including the use of proper language</p> <ul style="list-style-type: none"> <li>➤ behave in a way that protects the safety and well-being of themselves and others</li> <li>➤ ensure they are always in the correct school uniform – see School Dress Code Policy</li> <li>➤ maintain respect for staff, other students and volunteers</li> </ul>
<p><b>Staff have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>➤ be respected (including respect for culture, human dignity and privacy);</li> <li>➤ Teach in a safe, well-maintained environment;</li> <li>➤ Teach in a non-disruptive environment;</li> <li>➤ seek co-operation and support from parents;</li> <li>➤ Be part of a team</li> </ul>	<p><b>Staff have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>➤ model respectful, courteous and honest behaviour;</li> <li>➤ ensure that the school environment is safe and well maintained, including ensuring students collect rubbish while on yard duty;</li> <li>➤ establish positive relationships with colleagues and students;</li> <li>➤ establish and maintain clear classroom management routines;</li> <li>➤ Ensure no student is inside the classroom without a teacher</li> <li>➤ ensure good organisation and planning;</li> <li>➤ establish and maintain ongoing, open communication with parents; and</li> <li>➤ Adhere to this policy</li> <li>➤ maintain respect for students, other staff, parents and volunteers <ul style="list-style-type: none"> <li>➤ promote and focus on positive behaviour management</li> </ul> </li> <li>➤ encourage respectful relationships</li> </ul>
<p><b>Parents have the RIGHT to:</b></p> <ul style="list-style-type: none"> <li>➤ be informed of policy and procedures, and decisions affecting their child's wellbeing;</li> <li>➤ be informed of their child's progress;</li> <li>➤ access a quality education program for their child</li> <li>➤ be respected (including respect of culture, human dignity and privacy);</li> </ul>	<p><b>Parents have the RESPONSIBILITY to:</b></p> <ul style="list-style-type: none"> <li>➤ ensure that their child is punctual to school;</li> <li>➤ ensure that the their child achieves an attendance rate of 90% or more;</li> <li>➤ ensure their child is in good health;</li> <li>➤ ensure that their child is provided with appropriate materials to make effective use of the learning environment;</li> <li>➤ support the school in providing a meaningful education for their children;</li> </ul>

➤ be involved in decision making processes.	➤ establish and maintain open communication with teachers and administrators; ➤ maintain respect for staff, other parents, students and volunteers ➤ encourage their child to show acceptable behaviours and create opportunities for positive and respectful relationships
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## Positive Behaviour Management

The Positive Behaviour Management Guidelines at Divine Mercy College are designed to support the implementation of our Behaviour Management Policy, aligned with the Association of Independent Schools of Western Australia (AISWA) guidelines. These guidelines aim to promote and reinforce positive behaviour among students, ensuring a conducive learning environment that reflects our Catholic Ethos and core values of respect, responsibility, and integrity.

### Key Principles

1. **Proactive and Preventative Approach:** Focus on preventing behavioural issues through positive reinforcement and early intervention.
2. **Consistency:** Ensure consistent application of positive behaviour strategies across the school.
3. **Restorative Practices:** Encourage students to reflect on their behaviour and understand the impact of their actions on others.
4. **Collaborative Efforts:** Engage staff, students, and parents/guardians in promoting and maintaining positive behaviour.

### Strategies for Promoting Positive Behaviour

#### 1. Positive Reinforcement

- **Verbal Praise:** Acknowledge and commend positive behaviour immediately.
- **Merit Awards and Certificates:** Regularly award students who demonstrate exemplary behaviour.
- **Special Privileges:** Offer additional responsibilities or privileges as a reward for positive behaviour.

- **Recognition:** Highlight positive behaviour during assemblies, in newsletters, and on school notice boards.

## 2. Classroom Management Techniques

- **Clear Expectations:** Establish and communicate clear behavioural expectations from the outset.
- **Engaging Lessons:** Plan and deliver engaging and interactive lessons to maintain student interest and participation.
- **Positive Relationships:** Build strong, respectful relationships between teachers and students.
- **Structured Environment:** Maintain a well-organized and structured classroom environment.

## 3. Peer Support

- **Peer Support:** Foster peer support networks to encourage positive interactions and a sense of belonging.

### Roles and Responsibilities

Teacher and Staff	<ul style="list-style-type: none"> <li>➤ Model positive behaviour and reinforce school values.</li> <li>➤ Implement positive behaviour strategies consistently.</li> <li>➤ Provide regular feedback and recognition to students.</li> <li>➤ Engage in ongoing professional development related to behaviour management.</li> </ul>
Students	<ul style="list-style-type: none"> <li>➤ Adhere to the school's Behaviour Management Policy and Code of Conduct.</li> <li>➤ Demonstrate respect, responsibility, and integrity in all actions.</li> <li>➤ Support and encourage peers to engage in positive behaviour.</li> </ul>
Parents/ Guardians	<ul style="list-style-type: none"> <li>➤ Support the school's Behaviour Management Policy and guidelines at home.</li> <li>➤ Reinforce the importance of positive behaviour and school values.</li> <li>➤ Communicate regularly with teachers and staff regarding their child's behaviour and progress.</li> </ul>



## Review History

Version	Date released	Next review	Summary of Changes	Author
1	2014	2016	Document Created	Jodi Hampel
2	2016	2020	Annual Review and Minor wording changes.	Jodi Hampel
3	2020	2022	Annual Review Amended to reflect changes to Standard 12.	Jodi Hampel
4	2023	2025	Annual Review Separate into Primary and Secondary versions.	Yan Lau
5	2024	2026	Applied to new template. Adjusted Code of Conduct, Replacing Behaviour Management Chart to Consequences for Negative Behaviours in Classroom. Expanding the Positive Behaviour section. Adding ELC Behaviour Management Chart and Primary Behaviour Management Chart.	Yan Lau

## Behaviour Management Chart (ELC)

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
<ul style="list-style-type: none"> <li>Task avoidance</li> <li>Making noises to distract <u>others</u></li> <li>Slow to follow <u>instructions</u></li> <li>Minor rough play</li> </ul> <p>A WARNING IS GIVEN FIRST AS PART OF THE CLASS MANAGEMENT SYSTEM.</p> <p>General classroom management strategies apply</p>	<ul style="list-style-type: none"> <li>Damage to personal <u>property</u></li> <li>Back chatting to teacher</li> <li>Refusal to follow <u>instructions</u></li> <li>Lack of respect to adults/ students</li> <li>Swearing/ foul language</li> <li>Tipping or kicking furniture or other <u>items</u></li> <li>Throwing objects in inappropriate settings</li> <li>Minor inappropriate use of technology</li> <li>Exposing private body parts</li> <li>Stage 1 repeat offences.</li> </ul> <p>Parents must be informed by Homeroom teacher</p>	<ul style="list-style-type: none"> <li>Continual disrespect to other students and staff</li> <li>Refusal to follow <u>instructions</u></li> <li>Lack of respect to adults</li> <li>Swearing/ foul language</li> <li>Tipping or kicking furniture or other <u>items</u></li> <li>Throwing objects in inappropriate settings</li> <li>Minor inappropriate use of technology</li> <li>Exposing private body parts</li> <li>Running away</li> <li>Repeat offences of Stage 2</li> </ul> <p>ELC Coordinator to meet with students</p>	<ul style="list-style-type: none"> <li>Major damage to school property</li> <li>Defiant behaviour</li> <li>Blatant or continual disrespect to other students and staff</li> <li>Aggressive behaviour</li> <li>Threatening statements towards students or staff</li> <li>Damage to school <u>property</u></li> <li>Deliberate actions with potentially serious consequences</li> <li>Major inappropriate use of technology</li> <li>Running away repeatedly</li> <li>Repeat offences of Stage 3</li> </ul> <p>SPECIAL EVENT SUSPENSION.</p> <p>STUDENT SENT HOME</p> <p>ELC Coordinator to contact parents</p>	<ul style="list-style-type: none"> <li>Serious threats to students/ staff members</li> <li>Physical violence to cause <u>harm</u></li> <li>Fighting</li> <li>Bullying students</li> <li>Vandalism</li> <li>Inappropriate use of technology (severe)</li> <li>Serious threats to students/ staff members</li> <li>Physical violence to cause <u>harm</u></li> <li>Use of objects as a weapon</li> <li>Theft</li> <li>Repeat offences of Stage 4</li> </ul> <p>ELC Coordinator to decide and liaise with teachers involved</p>	<ul style="list-style-type: none"> <li>Threatening behaviour with a weapon</li> <li>Using dangerous objects as a weapon</li> <li>Destructive and aggressive behaviour towards students or staff</li> <li>Spitting in another person's face</li> <li>An act of violence causing serious harm to a student, <u>staff</u> or community member</li> <li>Repeated offences of behaviours in Stage 4 to 6.</li> </ul>

At no point will abusive, degrading or corporal punishment be applied.



## Behaviour Management Chart (3 to 6)

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
<ul style="list-style-type: none"> <li>Unfocussed</li> <li>Calling out in class</li> <li>Low level disruption</li> <li>Using technology at the incorrect time</li> <li>Slow to follow <a href="#">instructions</a></li> <li>Unprepared for lessons</li> <li>Non-submission of homework/assessment</li> </ul> <p>A WARNING IS GIVEN FIRST AS PART OF CLASS MANAGEMENT SYSTEM.</p>	<ul style="list-style-type: none"> <li>Actively avoiding a task</li> <li>Minor rough play</li> <li>Damage to personal <a href="#">property</a></li> <li>Low level rudeness to staff</li> <li>Hurtful comments to or about others</li> <li>Uniform breach (repeat offence)</li> <li>Minor inappropriate use of technology</li> <li>Stage 1 repeat offences</li> </ul>	<ul style="list-style-type: none"> <li>Back chatting to teacher</li> <li>Actions that cause moderate damage to property</li> <li>Disrespectful behaviour to adults e.g. eye <a href="#">rolling</a></li> <li>Disrespectful behaviour to students e.g. name <a href="#">calling</a></li> <li>Swearing/ foul language</li> <li>Frequently causing conflict with others</li> <li>Throwing objects in inappropriate settings</li> <li>Inappropriate use of technology (moderate)</li> <li>Lying</li> <li>Repeat offences of Stage 2</li> </ul>	<ul style="list-style-type: none"> <li>Major damage to school property</li> <li>Defiant behaviour</li> <li>Blatant or continual disrespect to other students and staff</li> <li>Aggressive behaviour</li> <li>Significant breach of health and safety</li> <li>Major inappropriate use of technology</li> <li>Repeat offence of Stage 3</li> </ul>	<ul style="list-style-type: none"> <li>Serious threats to students/ staff members</li> <li>Physical violence to cause <a href="#">harm</a></li> <li>Fighting</li> <li>Bullying students</li> <li>Theft</li> <li>Vandalism</li> <li>Inappropriate use of technology (severe)</li> <li>Repeat offences of Stage 4</li> </ul>	<ul style="list-style-type: none"> <li>Serious e-offence such as online bullying</li> <li>Use of objects as a weapon</li> <li>An act of violence causing serious harm to a student, <a href="#">staff</a> or community member</li> <li>Repeat offences of Level 5.</li> </ul>

At no point will abuse, degrading or corporal punishment be applied.

