



BEHAVIOUR MANAGEMENT GUIDELINES AND PROCEDURES

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

Student Safety Wellbeing and Behaviour guides the creation of these cultures where students feel safe and can flourish in their learning and development.

Rationale

Liwara Catholic Primary School's Behaviour Management Guidelines and Procedures seek to assist our students to learn to live together according to the principles of love and mutual respect that Jesus taught us. It is based on the Student Code of Conduct which guides all expected behaviours at Liwara Catholic Primary School. It underpins both whole school and classroom rules, which are not explicitly stated in our policy. Liwara Catholic Primary School endeavours to ensure children accept responsibility for their education and behaviour, understanding that attitudes and behaviours have a natural consequence.

The CEWA Executive Directive - Student Behaviour provides an explicit prohibition on the use of any form of child abuse, corporal punishment or other degrading punishment.

Liwara Catholic School Behaviour Management Guidelines and Procedures aims:

- To provide a happy, positive learning environment.
- To help students strive for their personal best.
- To provide a safe physical and emotional environment.
- To encourage students to accept responsibility for their own behaviour – "choose the behaviour, choose/accept the consequence."
- To ensure rules are applied consistently, fairly, consequentially and are reviewed as required.
- To enable teachers to teach in a purposeful and non-disruptive environment.
- To establish procedures so that conflict can be resolved in a positive manner.

Implementation/Procedures

The severity or consistency of the behaviour will also determine the consequences of the action.

The child/children may be:

- Spoken to by the teacher to discuss behaviour choices and restorative practices.
- Withdrawn from activity to allow time to reflect on choices.
- Spend time with the school counsellor.
- Discuss behaviour choices with the Principal or Assistant Principal.

Teachers document events in SEQTA, notifying their Learning Area Coordinator (LAC) and where necessary, the principal.

When behaviour standards are not met (red behaviour level), the Principal or Assistant Principal shall undertake an inquiry to gather all the information. Parents are notified of these events via email/phone or in person and wherever possible involved in follow-up action.

In extreme cases, an inquiry will be undertaken and the Principal is to ensure that a student has the right of response and their voice is heard.

The Principal shall maintain detailed records of the events and discussions related to management of extreme behaviour.

Consequences for extreme behaviours may include the following:

- Have in-school reset session.
- Have out-of-school reset in consultation with parents.
- In extreme cases, following the CEWA process and then approval, pastoral relocation may be considered.

Operating Framework

Whole school practices and procedures are followed to ensure that the rights and responsibilities of all students are addressed consistently and fairly.

All staff should follow these guidelines for playground and classroom behaviour. Shared expectations are made explicit in rules for the playground and are displayed clearly in each classroom.

- Making consequences explicit.
- Positive consequences before negative.
- Warnings are given.
- A system of graduated levels of relevant consequences according to frequency and severity of actions.
- Behaviour Support Plans may be created to assist individual children in developing acceptable behaviour patterns. This document is to be saved in Teams and shared with specialist teachers.

Class rules and expectations of teachers are negotiated annually in class through the development of a Purpose Statement and Levels of Behaviour chart. This is communicated to parents at Parent Information Night and via Seesaw.

Student Code of Conduct

Student Code of Conduct is developed for children in Kindergarten to Year 2 and then Years 3-6.

The Liwara Student Code of Conduct is on display in each classroom.

School Playground Rules

(This is not an exhaustive list and is updated as needed for the safety and wellbeing of students)

We must -

- Eat only in eating areas, including eating canteen food in the undercover area (Year 6 are an exception and can eat in their area).
- Only be in classrooms and on the oval when supervised by a teacher.
- Wear the uniform correctly, including a hat when in the playground.
- Only play with equipment provided by the school.
- Walk (not run) on concrete and paved areas.
- Use large balls when playing on the oval or courts. Small balls may be used in the undercover area and Blue Area.
- Play safely and never hurt others through dangerous and rough play (such as throwing sticks/stones, rough tackling, piggy-backing etc).
- Stay away from areas that are out-of-bounds such as car parks, oval banks and access roads, unless with permission from a teacher and supervision.
- Behave appropriately in the toilets i.e. no loitering, playing or eating.
- Place all rubbish in the bins provided.
- Respect and co-operate with teachers on duty.

Monitoring and Communication Methods

The Purpose Statement and Levels of Behaviour Chart will outline the rules and behaviour expectations of each classroom. This will be displayed in classrooms and conveyed to parents by teachers at the commencement of each year.

Teachers will communicate with parents to give feedback on significant positive achievements and negative behaviours verbally or in writing.

Teachers will track the frequency of problems for individual students when necessary. Children persistently demonstrating unacceptable behaviour will be placed on a Behaviour Support Plan and parents informed of expectations and possible consequences.

Informal contact is encouraged to ensure school and families are working together.

Authorised by	Dee Johnston		
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