



St Anne's Primary School

PO Box 493
27 Young Street
HARVEY WA 6220

St Anne's School – Behaviour Management Procedure

Introduction

St Anne's Primary School has adopted the Protective Behaviours philosophy and believes:

- Everyone has the right to feel safe at all times.
- Nothing is so awful that it cannot be talked about with someone.

We are committed to fostering a physically, emotionally and spiritually safe environment where children feel secure, valued and heard.

Our Behaviour Management Plan integrates Catholic values, Protective Behaviours, trauma-informed practices, and the Berry Street Education Model to ensure all students are supported to develop self-regulation, resilience and responsible decision-making.

Rationale – Why do we exist?

St Anne's is a Catholic Primary School reflecting the teachings of Jesus Christ. We build upon the multicultural traditions of the Harvey community and nurture students to develop as creative, responsible and faith-filled individuals with a love of truth, faith and knowledge.

Our school motto, *Veritas* (Truth), guides us in forming the whole person — growing in harmony within self, with others and with creation.

How do we behave?

As a Catholic educational community, all behaviour, habits, practices and performance at St Anne's are grounded in:

• Promotion of Faith

Living Gospel values and striving to grow in the image of Jesus.

• Educational Engagement

Establishing a culture that promotes high expectations, effective teaching practices and shared responsibility for student achievement.

• Trauma-Informed Practice

Recognising that behaviour is communication and that students' emotional states influence their actions. Staff respond with calm, consistency and relational connection.

How will we succeed?

St Anne's strives to engage each person daily through our School Goals:

GOSPEL VALUES

Integrating Gospel values by nurturing faith and encouraging Christ-like behaviour.

OPPORTUNITIES

Empowering students to explore their gifts and pursue excellence.

SUPPORTIVE ENVIRONMENT

Creating emotionally safe classrooms where self-worth, empathy and responsibility are fostered.

PARTNERSHIPS

Working collaboratively with parents as active partners in education.

ENCOURAGING CITIZENSHIP

Developing confident, compassionate and socially responsible citizens.

LEARNER ENGAGEMENT

Embracing quality teaching practices and technology to support meaningful learning.

Rights and Responsibilities

Rights

At St Anne's Primary School:

- Everyone has the right to feel safe.
- Everyone has the right to be treated fairly and respectfully.
- Everyone has the right to work and learn in a supportive environment.

Responsibilities

Students are responsible for:

- Acting safely and seeking help when needed.
- Treating others with kindness and respect.
- Supporting one another through cooperation.
- Including and welcoming others.
- Demonstrating good manners and responsible behaviour.

School Rules – The Attitude of Kindness

Our behaviour expectations are grounded in KINDNESS:

- Kindness to Yourself
- Kindness to Others
- Kindness in the Classroom

From this foundation, three core principles guide behaviour:

SAFETY

Keep yourself and others safe.

RESPECT

Respect everyone and everything.

LEARNING

Learn and let others learn.

Student Expectations

The Student Expectation outlines behaviour expectations across all areas of the school including classrooms, playground, specialist areas, assemblies, Church, transitions and shared spaces.

These expectations are:

- Explicitly taught
- Modelled by staff
- Practised regularly
- Reinforced positively
- Revisited after holidays and as needed

Behaviour expectations are framed positively and linked to our values of Safety, Respect and Learning.

Staff Expectations

SUPERVISION

Effective supervision ensures:

- Students are supported in all environments.
- Risk of harm is minimised.
- Assistance is available when required.

Teachers must supervise during:

- Teaching and learning time
- Break periods
- Excursions and school activities

TEACH AND MODEL

Staff are expected to:

- Explicitly teach behaviour expectations.
- Model kindness, calmness and consistency.
- Wear hats outdoors.
- Use respectful language.
- Engage in restorative dialogue.
- Apply behaviour processes consistently.
- Be punctual and proactive.

RECORD AND REPORT

- Behaviour incidents must be recorded.
- Serious incidents must be referred to the Leadership Team.
- Documentation is maintained for accountability and follow-up.

POSITIVE REINFORCEMENT AND EMOTIONAL DEVELOPMENT

St Anne's recognises that behaviour change occurs through both:

Outside-In Approaches

Reinforcement and consequences that shape behaviour.

Inside-Out Approaches

Teaching students emotional regulation, resilience and self-awareness.

Drawing on the Berry Street Education Model, we emphasise:

- Emotional literacy
- Regulation strategies (breathing, grounding, movement breaks)
- Relationship building
- Predictable routines
- Restorative conversations

Emotional Flexibility and "Toggling"

Students learn about the brain's:

- "Accelerator" (reactive, fight/flight/freeze response)
- "Brake" (calm, reasoning, self-control)

Toggling is the ability to shift from reactive responses to thoughtful self-regulation. Staff explicitly teach students how to:

- Identify emotions
- Track emotional changes
- Use strategies to regulate
- Reflect and repair relationships

This builds emotional intelligence and long-term behavioural maturity.

BEHAVIOUR MANAGEMENT FRAMEWORK – 123 MAGIC™ AND EMOTION COACHING

St Anne's utilises the 123 Magic framework alongside Emotion Coaching.

Behaviour Categories:

- **MBA (Minor but Annoying)**
- **START** – behaviours to increase
- **STOP** – behaviours to reduce ("Big Rocks")

Teachers may choose to:

- Ignore minor behaviour
- Count (1–2–3)
- Coach using Emotion Coaching strategies

The 1–2–3 Process

If a student reaches "3":

- A think spot or brief time-out may occur.
- Alternatively, a logical consequence (e.g., temporary loss of privilege) may apply.
- Students re-enter learning with a fresh start.

Emotion Coaching

Teachers:

1. Notice emotional cues.
2. Validate feelings.
3. Name emotions.
4. Guide problem-solving.

This balanced approach supports accountability while building emotional skills.

6. SERIOUS MISBEHAVIOUR

Serious behaviours may include:

- Physical aggression
- Harassment or bullying
- Overt defiance
- Racism
- Cyberbullying
- Theft
- Property damage
- Threats or assault

Students will be referred to Leadership. A Serious Behaviour Incident Form will be completed and parents notified.

Consequences may include:

- Conference
- Loss of privilege
- In-school suspension
- Out-of-school suspension

INCIDENT REFERRAL PROCESS

The Leadership Team:

- Reviews documentation
- Gathers information
- Determines consequences
- Communicates with parents
- Files documentation appropriately

Suspension decisions are made by the Principal in accordance with Catholic Education of WA policy.

IN-SCHOOL SUSPENSION

May occur after repeated serious incidents. The student:

- Works in a supervised area
- Is separated from peers
- Has modified break times

OUT-OF-SCHOOL SUSPENSION

Implemented in line with Catholic Education of WA policy when behaviour is serious or persistently disruptive.

EXCLUSION

Exclusion is a last resort and follows Catholic Education of WA policy. It is reserved for gross misconduct or persistent serious breaches after all other interventions have failed.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS

Individualised plans may include:

- Behaviour goals
- Regulation strategies
- Check-in/check-out systems
- Parent collaboration
- External agency involvement where necessary

BEHAVIOUR ESCALATION

Staff prioritise safety. If escalation occurs:

- Use Serious Behaviour Card.
- Contact Leadership immediately.
- Remove other students if required.
- Follow de-escalation strategies aligned with trauma-informed practice.

LUNCHTIME PROCEDURES

Duty teachers:

- Supervise actively.
- Reinforce positive behaviour.
- Use 123 Magic™ where appropriate.
- Communicate behaviour between duties.
- Refer serious incidents to the Office.

CONCLUSION

St Anne's Primary School is committed to a behaviour management approach that is:

- Faith-centred
- Trauma-informed
- Relationship-focused
- Restorative
- Developmentally appropriate

By integrating Catholic values, Protective Behaviours, 123 Magic™, Emotion Coaching and the Berry Street Education Model, we aim to create a community where every child feels safe, respected and empowered to learn.

 OUR FOUNDATION: KINDNESS

 KIND TO SELF

Keep yourself safe. Regulate your emotions. Make responsible choices.

 KIND TO OTHERS

Show respect. Use gentle words. Include everyone.

 KIND TO LEARNING

Be ready. Be engaged. Let others learn.

 TIER 1 – EVERYDAY EXPECTATIONS

Positive & Preventative (All Students)

 SAFE

 RESPECT

 LEARNING

We achieve this through:

- Explicit teaching of expectations
- Protective Behaviours philosophy
- Emotional regulation strategies
- Predictable routines
- Positive reinforcement
- Relationship building



If a behaviour concern arises → move to Tier 2

 TIER 2 – CLASSROOM MANAGED

Is it a Minor Behaviour? (MBA)

Examples:

- Calling out
- Off-task behaviour
- Minor disruption

Teacher Response:

- ◆ Gentle reminder
- ◆ Non-verbal cue
- ◆ Proximity
- ◆ Emotion Coaching prompt
- ◆ Restate expectation



If behaviour continues → STOP Behaviour Process

 STOP Behaviours (“Big Rocks”)

Examples:

- Disrespect
- Defiance
- Repeated disruption
- Minor aggression

123 Magic® Process

(Developed by Thomas Phelan)

- 1 Calmly state expectation – “That’s 1”
- 2 “That’s 2”
- 3 “That’s 3” → Think Spot / Time-Out / Logical Consequence



After 3:

- ✓ Brief reflection
 - ✓ Emotion Coaching conversation
 - ✓ Fresh Start
- If behaviour improves → Return to Learning
- If behaviour escalates → Tier 3

● TIER 3 – SERIOUS BEHAVIOUR

Serious Breach Includes:

- Physical aggression
- Bullying / Harassment
- Racism
- Threats
- Cyberbullying
- Property damage
- Overt defiance



Immediate Action:

- Ensure safety
- Contact Leadership
- Complete Incident Form
- Parent notified



Leadership May Implement:

- Restorative conference
- Loss of privilege
- Behaviour contract
- In-school suspension
- Out-of-school suspension

** RESTORATIVE PRACTICE (ALL TIERS)**

After any significant behaviour:

-  What happened?
-  What were you feeling?
-  Who was affected?
-  How can we repair the harm?
-  What will we do differently next time?

Focus:

- ✓ Accountability
- ✓ Emotional regulation
- ✓ Relationship repair
- ✓ Growth

** INDIVIDUAL SUPPORT (IF REQUIRED)**

If behaviour is ongoing:



- Individual Behaviour Plan
- Parent meeting
- Check-in / Check-out

- Regulation strategies
 - External support referral (if required)
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 AT ST ANNE'S WE CHOOSE KINDNESS

Safe.

Respectful.

Ready to Learn.