

St Mary's Catholic Primary School, Donnybrook

Behaviour Management Plan



1. Purpose

At St Mary's Catholic Primary School, our Behaviour Management Plan exists to support the holistic development of every child. It outlines our shared beliefs, expectations, and processes for managing student behaviour in a way that is consistent, compassionate, and grounded in our Catholic values.

The policy is designed to:

- Promote safe, respectful, and nurturing learning environments
- Support students to understand and regulate their emotions and behaviour
- Foster positive relationships between students, staff, and families
- Ensure behaviour is managed in a fair, reflective, and educative manner

2. Our Beliefs About Behaviour

At St Mary's, we believe that:

- All behaviour is communication.
- All children are learning.
- Students should never be labelled by their behaviour.
- Emotions drive behaviour.
- Positive relationships are foundational.
- Parents are partners.

3. Vision and Values

Our vision is to graduate compassionate, confident, and capable members of society who lead with their head, heart, and hands.

Behaviour expectations are grounded in the Eight Mercy Values of Forgiveness, Courage, Respect, Compassion, Service, Justice, Excellence, Determination.

4. A Proactive and Preventative Approach

Effective behaviour management is proactive. Teachers create nurturing environments, teach expected behaviours, build relationships, and aim for five positive interactions to every one corrective interaction.

5. Behaviour Management Process

A graduated escalation pathway is followed:

- Positive redirection
- Prompt (low-key strategies)
- Re-direct
- Re-teach
- Provide choice
- Buddy class and reflection
- Student conference

- Leadership support

6. Consequences and Reflection

Consequences are educative and restorative. They may include time out of class, reflection opportunities, parent communication, buddy class placement, and loss of privileges.

7. Student Reflection

Reflection supports responsibility, empathy, and improved future choices. Reflection also promotes exploration and understanding other people's perspectives.

8. Parent Communication and Partnership

Open, respectful communication with parents is essential and encouraged. The school will communicate via SEESAW, SEQTA Engage, phone conversation or through face-to-face meetings. Parents are asked to inform teachers of concerns early and appropriate, allowing us to intervene and offer support in a timely manner.

9. Roles and Responsibilities

Students, staff, and parents work together to support positive behaviour.

Students are aware of their pathways for seeking support and this is taught explicitly each year using the students' complaints management process.

Parents should always approach teachers regarding concerns and strategies for support, before approaching to leadership. Failing this, parents should follow the steps outlined in the parent handbook.

10. Commitment to Growth

Our focus is long-term formation of character through patience, consistency, and strong relationships.

The school explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

11. Attachments

[Students Complaints Management Process](#)

[Parent Information Booklet](#)

[Student Reflection](#)

[Code of Conduct](#)

[Student Code of Conduct](#)

Reviewed: March 2026