

Primary School Behaviour Management Policy K-6

DALE CHRISTIAN COLLEGE

POLICY DOCUMENTS

VISION

Our Vision at Dale is to offer affordable, quality education within the framework of a Christ centred biblical world view as we strive to equip our students with skills and strong values that encourage them to pursue excellence in all areas.

MISSION

Every student at Dale Christian College will clearly hear the claims of Christ on their life through management, curriculum and teaching practices and see the love of God at work in the College community.

COLLEGE CORE VALUES

LOVE

HOPE

FAITH

WISDOM

Purpose

Dale Christian College is committed to providing a safe, orderly and Christ-centred learning environment where students are supported to grow in self-regulation, responsibility, respectful relationships and wise conflict resolution.

This Behaviour Management Policy supports the Primary Student Code of Conduct.

The Behaviour Management process is intended to be clear, consistent and predictable. It supports students to understand that choices have consequences, while also providing age-appropriate opportunities for reflection, restitution, forgiveness, reconciliation and restored relationships. Discipline and consequences must be administered consistently with procedural fairness, non-discrimination and student dignity.

Rights and Responsibilities

Every student and teacher has the right to:

- learn or teach free from disruption
- be treated both courteously and respectfully
- be free from discrimination, harassment, bullying, verbal abuse, physical abuse, sexualised conduct, online abuse or intimidation
- work and learn in a clean, safe and healthy environment
- have property respected and cared for

Child Safety, Procedural Fairness and Prohibited Practices

Dale Christian College forbids the use of child abuse, corporal punishment or any other degrading punishment. Behaviour management, discipline and consequences must be administered consistently with procedural fairness, non-discrimination and student dignity.

- Procedural fairness includes a hearing appropriate to the circumstances, lack of bias, evidence to support a decision, and inquiry into matters in dispute.
- Public shaming, humiliation, degrading responses and corporal punishment are prohibited.
- Formal consequences must be recorded factually and communicated professionally.
- The principal retains authority to suspend, exclude, or require withdrawal of a student where the seriousness of the conduct warrants this action, subject to procedural fairness and the relevant enrolment agreement.

Developmentally Appropriate and Individualised Responses

Behaviour responses will take account of a student's age, developmental stage, individual circumstances, disability, diagnosed or suspected additional needs, communication abilities, trauma history and capacity for self-regulation. The College will consult with families and relevant professionals where appropriate and will consider and implement reasonable adjustments where required. Behaviour that may be connected to disability or additional need will be addressed through appropriate support and planning, while maintaining the safety and learning rights of others.

Behaviour and Regulation in Kindergarten to Year 2

The College recognises that young children are continuing to develop the communication, social, emotional and self-regulation skills required to participate successfully in a school environment. The College's approach in Kindergarten and the early primary years is informed by the Early Years Learning Framework, relevant National Quality Standard principles, the Western Australian Curriculum and contemporary evidence concerning child development, co-regulation and positive behaviour support.

Behaviour guidance in Kindergarten to Year 2 will emphasise explicit teaching, predictable routines, positive reinforcement, co-regulation, supported regulation, restorative conversations and partnership with families.

Classroom teachers retain responsibility for classroom behaviour guidance, supported by Education Assistants and Primary Leadership where required. Consequences may still apply where behaviour is persistent, significantly disruptive, unsafe or harmful; however, the language, process and response will be appropriate to the child's age, development and individual needs.

Behaviour Management Structure

The Primary School behaviour management system is comprised of three parts:

1. **Conduct Notifications (CN's)** - for minor organisational, presentation, uniform, educational or behavioural concerns.
2. **Classroom Leadership Interventions (CLI's)** - for classroom or scheduled learning activity disruption.
3. **Out of class Leadership Interventions (OLI's)** - for misconduct outside scheduled lesson time, including recess, lunch, before or after school, activity days, excursions, sporting events, off-site activities, online conduct connected to the College, and conduct while identifiable as a Dale Christian College student.

Recording and Interaction of Behaviour Processes

An incident will ordinarily be recorded under the category that most accurately reflects the behaviour. A student will not receive duplicate formal consequences for the same conduct unless separate and distinct breaches have occurred. Primary Leadership may consider the student's complete behaviour record when determining support, consequences, participation in activities, suspension or the ongoing enrolment review process.

PeaceWise and Restorative Considerations

Restorative action between individuals and/or the College is an important priority once consequences have been actioned according to this policy. PeaceWise-informed approaches in the Primary School year groups may be used to help students reflect on what happened, own their part, understand the impact of their choices, apologise where appropriate, make restitution where possible, forgive, reconcile and identify wiser choices for next time.Restorative or PeaceWise processes do not remove or roll back formal consequences. They sit alongside consequences to support growth, restoration and future behaviour change.

Affirmations

There are many ways in which students are encouraged in normal college life to be well disciplined. These include:

- Teachers showing genuine interest in each student in their care.
- Praise and encouragement given.
- Primary School Awards: Merit Certificates, Bronze, Silver & Gold Commendations and reward vouchers
- Acknowledgement to peers in class and the school community at Primary assemblies with Merit Awards.

The aim of behaviour management at Dale Christian College is to develop self-discipline, personal responsibility, and respect for others. Students are expected to take responsibility for their actions and contribute positively to a caring Christian community. Disruptive behaviour affects both a student's own learning and the learning of others. Every student has the right to the best possible education, and all students share a responsibility to maintain a respectful, safe, and productive learning environment.

1. Conduct Notifications

Conduct Notifications are issued for minor behaviours where students have not met College expectations. Conduct Notifications accumulate across the school year. At the 25th notification, the student's pattern of conduct, support provided, individual circumstances and response to intervention will be subject to College Executive review. Possible outcomes may include an intensified Behaviour Management Plan, suspension,

conditions relating to continued enrolment, requested withdrawal or permanent exclusion, subject to procedural fairness and the relevant enrolment agreement.

Threshold	Response
5th	Email notification to parents identifying the relevant conduct category.
10th	Email to parents advising this stage has been reached and outlining the next stages.
15th	Parent contact and interview with Dean of Curriculum and Students (Primary). Student may be placed on a Behaviour Management Plan and may receive a one-day suspension.
20th	Parent interview with Deputy Principal (Primary). Student placed on a Behaviour Management Plan. One-day suspension. Participation in excursions, extra-curricular activities, leadership roles and significant privileges may be reviewed. Exclusion for nomination for student leadership roles for the following year.
25th	College Executive review of the student's conduct history, support provided, individual circumstances and response to intervention. Possible outcomes may include an intensified Behaviour Management Plan, suspension, conditions relating to continued enrolment, requested withdrawal or permanent exclusion, subject to procedural fairness and the relevant enrolment agreement.

**Examples include homework/assessment not completed, repeated lack of equipment, late to school /class, incorrect uniform, jewellery, hair or presentation concerns, chewing gum, littering, out of bounds, general swearing, minor technology misuse.*

2. Classroom Leadership Interventions

Teachers use developmentally appropriate classroom management strategies, including redirection, proximity, positive reinforcement, strategic relocation, clear routines, non-verbal cues, calm correction, supported reset opportunities and restorative conversations. The classroom process differs for Kindergarten to Year 2 and Years 3 to 6 as outlined below:

Kindergarten to Year 2: Reminder / Supported Reset / Leadership Support:

Step	Process
Reminder	The teacher calmly reminds the student of the expected behaviour and supports the student to make an appropriate choice.
Supported Reset	Where the behaviour continues, the student is supported to pause, regulate and reset in an appropriate space within or near the classroom. The teacher or Education Assistant may assist through co-regulation, redirection, visual prompts, movement, sensory strategies or a brief restorative conversation.
Leadership Support	Where the behaviour continues, significantly disrupts learning or presents a safety concern, Primary Leadership may provide additional support. This may include a supported relocation, parent communication, further assessment of the student's needs or development of an individual support plan.

Years 3 to 6: Warning / Second Warning / Leadership Referral:

Step	Process
Warning	The student is clearly warned. In a classroom this may involve the student's name being written on the board or otherwise clearly communicated. This is the first warning.
Second Warning	If the student continues the behaviour, the student receives a second warning.
Leadership Referral	If the behaviour continues, the student is supported to move to Primary Leadership offices for a reset and a restorative conversation with the Dean of Curriculum and Students or Deputy Principal (Primary) Where age appropriate, the student may complete a reflection sheet to consider what happened, who was affected, and how the situation can be made right.

**Examples of behaviour that may warrant the classroom intervention process include calling out, distracting others, walking around without permission, rocking on chairs, inappropriate comments, off-task behaviour, interfering with another student's learning, low-level disrespect, or refusal to follow routine classroom expectations.*

3. Immediate Classroom Leadership Referrals

A student may be sent out of class without warning for more serious behaviour, including but not limited to:

3.1 Breach of safety, including throwing objects, unsafe lesson behaviour or intentionally causing another student to fall.

3.2 Physical or verbal abuse, including hitting, punching, swearing at another student or adult, severe disrespect or intimidation.

3.3 Clear refusal or defiance of a reasonable instruction, including refusal to report to Student Services / Reception, leaving class without permission, or deliberate disruption of another class.

3.4 Misuse of technology, phones, smart watches, computers, iPads, AI tools or other equipment, including accessing inappropriate material, attempting to access restricted areas, intentional misuse of college resources, unauthorised device use or serious online misconduct.

3.5 Creation, possession, sharing or threat to share AI-generated images, deepfakes, edited images, videos, audio, memes or online material that defame, humiliate, harass, bully, intimidate, sexualise or otherwise harm another student, staff member, family or the College.

3.6 Any conduct that places the student or others at risk.

Primary Classroom Leadership Referral Summary:

Classroom Leadership Referral	Administration / Consequence
1st	Verbal warning by Primary Leadership. Parents/Guardians informed.
2nd	Parents/Guardians informed. Parent interview requested in person or by phone by Primary Leadership.
3rd	Parents/Guardians informed. Parent interview requested. Additional support or check-in may be arranged.
4th	In-school suspension. Separate recess/lunch arrangements may apply. Parents/guardians notified. Student may be referred to Chaplain, counsellor or appropriate support.
5th	In-school suspension. Parents/Guardians notified. Review of support strategies and privileges.
6th	Out-of-school suspension. Parents/guardians notified and asked to collect the student where required. No excursions, special events or camps for a term, pending sustained improvement.
7th	Out-of-school suspension. Parents/guardians notified. All significant privileges removed for the remainder of the year.
8th	College Executive review by the College Principal, considering the student's complete behaviour history, support provided, individual circumstances, response to intervention, procedural fairness and the relevant enrolment agreement. Possible outcomes may include further support, suspension, conditions relating to continued enrolment, requested withdrawal or permanent exclusion.

4. Out of Class Leadership Interventions

College Out of Class Leadership Interventions apply to misconduct outside scheduled lesson time, including before school, recess, lunch, after school, camps, excursions, sporting events, off-site activities, online conduct connected to the College, and conduct while a student is identifiable as a Dale student.

Category	Description	Consequence / Accumulation
Moderate	Generally inappropriate behaviour that is rude, disobedient, unsafe or disruptive. Examples may include swearing at another student, rough/dangerous play, disregarding an instruction, playing in toilets, repeated misuse of devices, bullying/name-calling/intimidation on a first or lower-level occasion, or online misconduct requiring leadership follow-up.	Recorded by Primary Leadership. On the 6th and 7th, Out of Class Leadership Intervention the student receives a one-day suspension. Moderate Out of Class Leadership Interventions continue to accumulate across the school year. Six Moderate Out of Class Leadership Interventions will count as equivalent to one Major Out of Class Leadership Intervention.
Major	More serious misconduct such as fighting, vandalism, leaving College grounds, significant bullying or harassment, significant digital misconduct, significant property damage, serious defiance, or conduct creating a significant safety risk.	Each Major Out of Class Leadership Intervention results in a one-day suspension and parent interview. Six Moderate Out of Class Leadership Interventions count as one Major Out of Class Leadership Intervention. At the 3rd Major Out of Class Leadership Intervention, the student's ongoing enrolment is subject to College Executive review. Possible outcomes may include further support, suspension, conditions relating to continued enrolment, requested withdrawal or permanent exclusion, subject to procedural fairness and the relevant enrolment agreement.
Serious	Severe misconduct requiring immediate leadership review, including illegal drugs, weapons, serious violence, assault of staff, sexual abuse or serious sexual misconduct, serious theft or vandalism, severe discrimination, severe bullying, sharing or streaming severe online/image-based pornographic or abusive material, or any conduct considered severe by the College Executive.	Immediate suspension pending investigation. For serious category notifications *other than* cigarettes, e-cigarettes/vaping or alcohol, there may be withdrawal or permanent exclusion from the College, subject to procedural fairness and the relevant enrolment agreement.

Smoking, Vaping, Alcohol, Illegal Drugs and Dangerous Items:

Conduct	First Instance	Second Instance
Cigarettes, e-cigarettes, vaping devices or smoking implements on college grounds, at college events, on camps/excursions or while identifiable as a college student.	Parents notified. One-day suspension. Re-entry meeting and clear warning that a second instance will result in enrolment cessation/termination or permanent exclusion.	Withdrawal or permanent exclusion from the College subject to procedural fairness and the relevant enrolment agreement.
Alcohol on College grounds, events, camps/excursions or while identifiable as a college student.	Parents notified. One-day suspension. Re-entry meeting and clear warning that a second instance will result in enrolment cessation/termination or permanent exclusion.	Withdrawal or permanent exclusion from the College, subject to procedural fairness and the relevant enrolment agreement.
Illegal drugs, dangerous items deemed a weapon, or serious substance-related conduct.	Immediate suspension pending investigation. Enrolment may be ceased/terminated on the first occasion.	Not applicable - may be withdrawal or permanent exclusion from the College, subject to procedural fairness and the relevant enrolment agreement.

Serious Incidents and Police Notification

Serious incidents should be referred immediately to the Deputy Principal (Primary) or the College Principal. Parents will be contacted, and the student may be suspended pending investigation. Where a student's conduct may breach the law, the matter may be reported to Police or other relevant authorities, in addition to any action taken by the College.

Reset and Recognition of Improvement

Students who have accumulated four Leadership Interventions may apply to have one Leadership Intervention removed after demonstrating 10 consecutive College weeks of positive behaviour (Years 3 To 6) or 6 consecutive College weeks of positive behaviour (Kindy to Year 2), successfully completing a Behaviour Modification Plan, and meeting all College expectations.

The student must attend a review meeting with the Primary School Leadership who will determine whether sufficient and sustained improvement has been demonstrated before approving the removal of one Leadership Intervention.

Related Policies

5. Student Code of Conduct
6. Parent Code of Conduct
7. Bullying and Harassment Policy
8. Suspension and Exclusion Policy
9. ICT / Digital Technologies Policy
10. Child Safe Policy
11. Enrolment Policy

Policy Review

Last Review	Review Frequency	Next Review Date	Board Approved
August 2026	Every two years (unless otherwise required)	August 2028	20/08/2026

Appendix: Infringement Letter Templates

The infringement letter templates on the following pages align with the staged Conduct Notification process in the Primary Behaviour Management Policy. These are suggested templates for communication at each level of the notification process.

Suggested Allocation of Responsibility

Threshold	Suggested Sender	Primary Purpose
5th notification	Classroom Teacher	Early notification and reminder of expectations.
10th notification	Classroom Teacher	Formal warning and parent meeting request.
15th notification	Deputy Principal or Dean of Curriculum and Students (Primary)	Leadership involvement, support planning and in-school suspension where applicable.
20th notification	Deputy Principal or Dean of Curriculum and Students (Primary)	Escalated leadership response, out-of-school suspension and review of privileges.

25th notification	**College Principal**	**Executive decision regarding withdrawal/permanent exclusion pathway, subject to procedural fairness.**

Use Notes – Infringement Notifications

- *Replace bracketed fields before sending*
- *Keep descriptions factual, brief and non-emotive*
- *Do not include the names or identifying details of other students*
- *Where a meeting is required, include the proposed date/time or invite parents to contact the College to arrange a suitable time*
- *If a matter involves serious misconduct, safety concerns or possible suspension/exclusion, refer to the relevant leadership process rather than using a routine infringement communication*

Appendix A – 5 Conduct Notifications

Suggested sender: Form Teacher/ Admin

Date	[Insert date]
Parent/Guardian	[Insert parent/guardian name/s]
Student	[Insert student name]
Year/Class	[Insert year/class]
Subject	**5th Conduct Notification**

Dear [Parent/Guardian name],

I am writing to inform you that [Student first name] has now reached five conduct notifications for the current school year. Notifications are issued when students do not meet College expectations in areas such as organisation, presentation, uniform, punctuality, preparedness for learning, or minor behavioural concerns.

At this early stage, the purpose of this notification is to ensure you are aware of the pattern and to seek your support in reinforcing expectations at home. The current conduct notifications relate to:

[brief factual summary, e.g. uniform, late to class, incomplete homework, lack of equipment].

I have spoken with [Student first name] about the relevant expectations and the importance of making a positive change before they progress further through the Primary School Behaviour Management Policy

Summary of current stage

Area	Details
Current threshold	**5 conduct notifications**
Action	Notification sent home
Next threshold	At 10 conduct notifications, parents/guardians may be asked to attend a meeting.

We appreciate your support as we work in partnership to help [Student first name] make positive choices and meet College expectations.

Kind Regards,

[Teacher name]
[Role / Form Teacher]

cc: [Deputy Principal / Dean of Curriculum and Students, if required]

Appendix B – 10 Conduct Notifications and Meeting Request

Suggested sender: Form Teacher/ Admin

Date	[Insert date]
Parent/Guardian	[Insert parent/guardian name/s]
Student	[Insert student name]
Year/Class	[Insert year/class]
Subject	**10th Conduct Notification and Meeting Request**

Dear [Parent/Guardian name],

I am writing to inform you that [Student first name] has now reached ten notifications for the current school year.

This indicates that the concerns previously raised have continued and that further support and accountability are now required. The current notifications relate to: [brief factual summary].

At this stage, we would like to meet with you to discuss the pattern of concern, clarify expectations, and agree on practical steps that may assist [Student first name] to improve.

Please contact [teacher/office contact] to arrange a suitable meeting time, or alternatively I suggest [insert proposed date/time].

Summary of current stage

Area	Details
Current threshold	**10 conduct notifications**
Action	Parent/guardian meeting requested
Next threshold	At 15 conduct notifications, the matter is escalated to the Deputy Principal or Dean of Curriculum and Students and may involve suspension/support planning.

We appreciate your support as we work in partnership to help [Student first name] make positive choices and meet College expectations.

Kind Regards,

[Teacher name]
[Role / Form Teacher]
cc: [Deputy Principal / Dean of Curriculum and Students]

Appendix C – 15 Conduct Notifications - Leadership Notification

Suggested sender: Deputy Principal or Dean of Curriculum and Students

Date	[Insert date]
Parent/Guardian	[Insert parent/guardian name/s]
Student	[Insert student name]
Year/Class	[Insert year/class]
Subject	**15 Conduct Notifications**

Dear [Parent/Guardian name],

I am writing to inform you that [Student first name] has now reached fifteen notifications for the current school year.

This is now a leadership-level concern under the Primary School Behaviour Management Policy. The accumulated notifications indicate that previous reminders and parent communication have not yet resulted in the sustained improvement required.

The College will now meet with [Student first name] to review the pattern of concern, reinforce expectations, and identify the support and accountability measures needed. In accordance with the Primary School Behaviour Management Policy, this stage may include an in-school suspension and/or a Behaviour Management Plan.

We would like to meet with you to discuss the next steps and to work in partnership to support improvement.

Summary of current stage

Area	Details
Current threshold	**15 conduct notifications**
Action	Leadership meeting, parent interview, possible in-school suspension and/or support plan
Next threshold	At 20 conduct notifications, the matter may involve out-of-school suspension and review of privileges, excursions or leadership eligibility.

We appreciate your support as we work in partnership to help [Student first name] make positive choices and meet College expectations.

Kind Regards,

[Name]
Deputy Principal / Dean of Curriculum and Students
cc: [Classroom Teacher / Form Teacher; Principal if required]

Appendix D - 20 Conduct Notifications - Leadership Notification

Suggested sender: Deputy Principal or Dean of Curriculum and Students

Date	[Insert date]
Parent/Guardian	[Insert parent/guardian name/s]
Student	[Insert student name]
Year/Class	[Insert year/class]
Subject	**20 Conduct Notifications**

Dear [Parent/Guardian name],

I am writing to inform you that [Student first name] has now reached twenty notifications for the current school year.

This represents a serious pattern of non-compliance with college expectations. Despite previous communication and support, the concerns have continued and now require a stronger leadership response.

In accordance with the Primary School Behaviour Management Policy, [Student first name] will receive [insert consequence, e.g. an out-of-school suspension on date]. In addition, the College may review [Student first name]'s participation in excursions, camps, extra-curricular activities, leadership roles and significant school privileges.

A re-entry or review meeting is required before/after [Student first name] returns to normal school routines. At this meeting, we will clarify expectations and discuss the final stage of the notifications process.

Summary of current stage

Area	Details
Current threshold	**20 conduct notifications**
Action	Out-of-school suspension and review of privileges may apply
Next threshold	At 25 conduct notifications, the student is referred for College Executive review. Possible outcomes may include an intensified Behaviour Management Plan, suspension, conditions relating to continued enrolment, requested withdrawal or permanent exclusion, subject to procedural fairness and the enrolment agreement.

We appreciate your support as we work in partnership to help [Student first name] make positive choices and meet College expectations.

Kind Regards,

[Name]
Deputy Principal / Dean of Curriculum and Students

cc: College Principal; Classroom Teacher / Form Teacher

Appendix E – 25 Conduct Notifications - Principal Communication

Suggested sender: College Principal

Date	[Insert date]
Parent/Guardian	[Insert parent/guardian name/s]
Student	[Insert student name]
Year/Class	[Insert year/class]
Subject	**25 Conduct Notifications – College Executive Review**

Dear [Parent/Guardian name],

I am writing to inform you that [Student first name] has now reached twenty-five notifications for the current school year. Under the Primary School Behaviour Management Policy, this threshold requires a College Executive review of the student's conduct history, support provided, individual circumstances and response to intervention.

Before a final decision is made, the College will provide an opportunity for you and [Student first name] to respond to the concerns and to provide any relevant information you would like considered. The College will consider the infringement history, previous communication and support, the student's response to intervention, procedural fairness, student and staff safety, and the ongoing capacity of the student to meet College expectations.

Please attend a meeting with me on [insert date/time] at [insert location]. If this time is not suitable, please contact [insert contact] as soon as possible so that an alternative time can be arranged. Following this meeting, the College will confirm the outcome in writing.

Summary of current stage

Area	Details
Current threshold	**25 conduct notifications**
Action	College Executive review and procedural fairness meeting
Possible outcome	Further support, suspension, conditions relating to continued enrolment, requested withdrawal or permanent exclusion, subject to procedural fairness and the enrolment agreement

We appreciate your support as we work in partnership to help [Student first name] make positive choices and meet College expectations.

Kind Regards,

Anthony Moses
College Principal

cc: Deputy Principal / Dean of Curriculum and Students; Board Chair if required by college process

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