

St John's School Trangie
DRAFT PASTORAL CARE AND BEHAVIOUR MANAGEMENT POLICY
DRAFT 26/08/2013

Reflective readings:

John 14: 21-26

1. Education Handbook (Diocesan guidelines)
2. Child Protection Guidelines

Aims:

To nurture Christian values and encourage a sense of responsibility and awareness of the rights of others.
To establish and maintain a just and consistent system of behaviour management witnessing Gospel values.

To encourage positive behaviour, leading towards self-discipline.

To make children, parents and teachers aware of the expectations of the school so that all are working towards one goal.

To deepen the relationship between parents, school and students.

Policy:

Pastoral care in our school is the 'Climate of Care' which originates in Jesus' message about the dignity of each individual and is shown by the attitude of respect, acceptance, understanding, real interests and love which each member of the school community offers to each other according to their roles. Each person in this school is to feel valued and part of a co-operative Catholic community. The staff must be aware of their self-worth and gifts and support each other by their genuine concern for each other and the children.

Therefore the school will encourage the development of the total well-being of individuals and the development of effective relationships between students, teachers, parents and the parish community and promote dignity, self worth, self fulfilment, self esteem and affirmation. We are committed to the fostering of authentic self-discipline. Our school will offer the opportunity for all to live the Gospel values of "love, caring, co-operation, empathy and compassion".

Each person in the school is to feel valued and part of a cooperative Catholic community. Such an atmosphere in our school encourages the development of the total well-being individuals.

Each student is to feel safe and secure at all times.

St John's will encourage students to:

- Take responsibility for their own actions,
- Respect the rights and feelings of others, and
- Develop self-discipline and self-worth.
- Develop resilience

Implementation:

- ◆ 'Sharing Our Story' diocesan religion program will be taught.
- ◆ 'Friendly Schools and Families', a whole-school program aimed at reducing the instances of bullying, will be implemented. The program focuses on school ethos, policy and practice, physical environment, social environment, engaging families, learning environments and behaviour management. Units relevant to each stage will be taught during health lessons during term 1 of each year.
- ◆ The Pastoral Care Merit System will be run in the school to reward positive behaviour. (see Appendix 1)
- ◆ The Pastoral Care Demerit System will be implemented in the school (see Appendix 2)
- ◆ A Student Representative Council will operate in the school.
- ◆ Anti Bullying procedures will be enforced in the school, ensuring procedural fairness.
- ◆ Peer Support will be run in the school throughout the school year.
- ◆ The teachers will be consistent in their expectations, routines and school rules
- ◆ Staff members will implement the Restorative Practices Model

- ◆ The teachers will be guided by their knowledge of the children's rights and responsibilities, implementing procedural fairness
- ◆ The teachers will implement the use of the awards available to the children.
- ◆ The teachers will be aware of the support systems for teachers within the school, the diocesan office, and the community.
- ◆ The teachers will be informed of their rights, obligations and responsibilities.
- ◆ The children will be reminded regularly of the school's expectations, school rules, routines, and playground areas.
- ◆ The children will be educated in their rights and responsibilities, and the teacher's rights and responsibilities
- ◆ The children will be encouraged to develop self-discipline.
- ◆ Referrals made to local Community Health Service and Centacare for counselling purposes.

Anti Bullying Procedures

Definition:

Bullying is occurring when there is an imbalance of power and the victim feels frightened, isolated, worthless, or powerless. The intention of the bully is to deliberately intimidate, harm or distress. Bullying is without justification and usually repetitious. It is committed by one or more persons and is often condoned by bystanders.

Bullying can take the form of:

Verbal (*belittling, incessant teasing, mocking, putting down, lying about or making fun of*);

Physical (*intimidation, gestures, hitting, poking, shoving, jabbing, unwanted touching, blocking, pinching, chasing and cornering, or tripping*);

Isolation (*excluding, shunning, ignoring, ganging up on, or silent treatment*); or

Extortion (*stealing lunches, etc.*).

Guidelines/procedures

- Bullying and teasing often occurs subtly without staff or parent's knowledge. If a child feels upset by anything that is said or done to them then they need to feel encouraged to report these acts of bullying or teasing.

It is important to note that two criteria stand out in the definition of bullying.

- i) The intention of the bully to cause harm or distress
- ii) The way that this makes the victim feel e.g. what might distress one child may not distress another

If we are bullied:

- i) we may feel frightened, unsafe, embarrassed, angry or unfairly treated
- ii) our work, sleep and ability to concentrate may suffer
- iii) our relationships with our family and friends may deteriorate
- iv) We may feel confused and not know what to do about the problem.

It is important for the victim to either let the bully know that they do not like what is happening or to ask someone else to help them let the bully know e.g. a teacher might be asked for support – not to punish but to ensure that the bully is aware of the effect of their actions. Punishment can sometimes drive the bully underground and may even increase the bullying.

With the above definition and reflections in mind, the following action plan will be implemented:

Prevention

A process of prevention of bullying needs to take place. This can include:

- i) Analysis of staff-student interactions.
- ii) Discussion with the students about the school rules and how they can prevent bullying e.g. keep hands and feet to yourself, show respect to others in words and actions.
- iii) vigilance by staff for signs of distress or suspected incidents of bullying
- iv) efforts to remove occasions for bullying by active patrolling during supervision

- v) personal development syllabus,
- vi) modelling by staff of how to treat others,
- vii) rewards for children who treat others positively e.g. school awards
- viii) discouragement of the use of put-downs in class talk.

Action plan

Steps need to be taken to help targets and remove sources of distress without placing the target at further risk.

Students need to:

- i) refuse to be involved in bullying situations
- ii) If appropriate, take some form of preventative action.
- iii) report the incident to break down secrecy

Responsibilities of children who witness incidents of bullying:

- i) should always be encouraged and supported to report bullying
- ii) children who witness bullying but do not report will be considered to be part of the bullying

Parents need to:

- i) watch for signs of distress in their child and help them to report incidents themselves
- ii) inform the school if bullying is suspected
- iii) discourage retaliation as an answer to bullying

Staff:

- It is important to differentiate between reporting bullying and what is usually thought of as “dobbing. If the child is just reporting something that has happened but which has not upset them then this is not bullying.

When bullying and teasing is reported the teacher will ask the child:

- i) Did...upset you?
- ii) What was it about...that upset you?

If the child is upset by what has happened i.e. is a “target” then:

The teacher makes a decision whether to observe the situation in order to gain first hand information and protect the target or carry out the following.

- iii) Teacher suggests ways for child to let the bully know that they are upset.
- iv) if necessary support the child when speaking to the other child

When speaking to the bully:

- a) determine intent (he/she may say “didn’t mean to upset” or “just joking”)
- b) then discuss effect of their behaviour on the target
- c) say something to them like:
 - “When you... (State what the behaviour was)”
 - “Other people feel...or get upset”
 - “And in future I would like you to... (Future behaviour) e.g. be kinder; be fair; not say he’s fat; let her join in; etc
- d) Make a decision about whether to record the incident in the Demerit Book

Outcomes:

- Parents, teachers and children will be well informed of the school anti bullying procedures.
- Children will be recognized with school, class and individual awards.
- Children will be rewarded for positive behaviour with merits and merit ribbons.
- A Student Representative Council will be inducted at the beginning of each year, and meet regularly to discuss possible improvements to the functioning of the school.
- Analysis of records will reflect the positive relationships within the school community
(Award records/demerit book)

APPENDIX 1
PASTORAL CARE MERIT SYSTEM
(TO BEGIN 2014)

To be run on a yearly cycle beginning at the commencement of the school year.
Each child receives a merit folder with sheets containing the following stages:

- STAGE 1 – Ruby
- STAGE 2 – Sapphire
- STAGE 3 – Emerald
- STAGE 4 – Silver
- STAGE 5 – Gold
- STAGE 6 – Distinction

* Twenty merit **stamps** needed to move to next stage.

Teachers to present children with a merit stamp to be placed in their folders for;

- Consistently displaying a Christian attitude
- Co-operation
- Caring for others and the environment
- Being well mannered
- Being responsible
- Being courteous
- Displaying initiative
- Sharing
- Classroom work
- Sportsmanship

To attain a stage, children should aim to achieve a standard that is above normal acceptable behaviour.
Children who reach the higher stages will have met the criteria in an exceptional manner.

After twenty merits, teachers complete appropriate merit certificate and take to assembly to be presented by the principal.

This continues until a child reaches a distinction stage. All children who have achieved distinction stage will receive a canteen lunch order voucher when they receive their distinction award.

Children, who reach distinction stage, will then be provided with a new merit book, and commence the stages again. There are no limits to the number of students who can achieve the distinction stage.

If a student has been placed on level two, as in the demerit system, for behavior misdemeanors then the student will not be entitled to earn merits while they remain on this level.

This is a whole school merit system, where any teacher may reward children at any time, with all children having a common goal.

At the end of the school year there will be a whole school celebration of achievement where all children K-6 will have a special lunch e.g. a sausage sizzle and a special session e.g. tabloids, children choosing a special occasion.

In addition to the merit system, at assemblies, the following school awards are presented:

- ❖ Bookwork award
- ❖ Mathematics award
- ❖ Athletics award
- ❖ Playground award

At this assembly teachers also present individual class awards for areas of achievement within the

classroom.

- ❖ Good News notes are presented to children in class for exceptional work/behavior by the teacher

At the end of year performance evening, the following awards are presented:

- ❖ Spirit of St John's Award
- ❖ Any Diocesan awards that a St John's student may have won
- ❖ Class Awards for:-
 - Consistent Effort
 - Academic Achievement
 - Christian Citizenship

APPENDIX 2
(COMMENCE 26/08/2013)

PASTORAL CARE PLAYGROUND DEMERIT SYSTEM

LEVEL ZERO

All students begin on level 0 at the beginning of each term.

LEVEL ONE

If a student receives: -

3 minor demerits in a week OR

1 major demerit in a week, they

* Go to level 1

* Have one behaviour reflection session

* Have a letter home to parents (Appendix)

(Minor incident: automatic 5 minute [infants] or 10 minute [primary] timeout)

(Major incident: student sent to Principal's Office)

Whilst on Level 1 students are entitled to play on the playground at recess and lunch. The student must have their playground behaviour chart signed for 5 consecutive days to drop back to level zero.

LEVEL TWO

Whilst on Level One, if a student then receives a further: -

3 minor demerits OR

1 major demerit in the same week, they

* Go to level 2

* 2 behaviour reflection sessions

* Interview with parents and principal

Whilst on Level 2 students are entitled to play on the playground at lunch only. The student must have their playground behavior chart signed for 5 consecutive days to drop back to level one.

LEVEL THREE

Whilst on Level Two, if a student again receives: -

3 minor demerits OR

1 major demerit whilst they are on level two they

* Go to level 3 + suspension of student - see diocesan guidelines

If a child returns to school and they receive: -

3 minor demerits OR

1 major demerit in a week within that term = possible expulsion of student - see diocesan guidelines

NB

All demerits will be recorded in the Behaviour Management Book kept in the Principal's office.

Demerits may be issued for classroom and/or playground misdemeanours. (See examples).

The principal will check the Behaviour Management Book each day for any children who have 3 minor or 1 major demerit and organise those children for a behaviour reflection session from 1:15 - 1:45 pm (discretion of executives) as soon as possible. (20 minutes only for infants' session).

Whilst at the behaviour reflection session, the student will fill in a reflection sheet (Appendix 3) answering the questions, which are based on the Restorative Practices model.

If a child is on level two or level three and an excursion for their class arises, the child's parents will be called to a meeting with the principal and class teacher to discuss excursion arrangements for their child.

EXAMPLES OF:

<u>MINOR DEMERIT OFFENCES</u>	<u>MAJOR DEMERIT OF OFFENCES</u>
<ul style="list-style-type: none">• Out of bounds (including monkey bars, garden)	<ul style="list-style-type: none">• Any form of swearing
<ul style="list-style-type: none">• Out of uniform without a note	<ul style="list-style-type: none">• Fighting
<ul style="list-style-type: none">• Running in wrong area (concrete, sensory garden area)	<ul style="list-style-type: none">• Willful damage of school property or the property of others
<ul style="list-style-type: none">• Littering	<ul style="list-style-type: none">• Stealing
<ul style="list-style-type: none">• Being rude and inconsiderate to other children	<ul style="list-style-type: none">• Throwing dangerous objects (sticks, stones & equipment)
<ul style="list-style-type: none">• Not asking to use the toilet	<ul style="list-style-type: none">• Disrespect for adults
<ul style="list-style-type: none">• Disrupting school assemblies	<ul style="list-style-type: none">• Teasing, laughing at or deliberately hurting the feelings of others
<ul style="list-style-type: none">• Persistent “dobbing”	<ul style="list-style-type: none">• Spitting on others
<ul style="list-style-type: none">• Rough play including tackling	<ul style="list-style-type: none">• Threatening or “standing over” others
<ul style="list-style-type: none">• Playing/being disruptive in toilets	

All incidences where a child is placed on a level **MUST** be recorded into the blue folder for review by the Principal. For instance if three minor incidences occur in one week, a note of “three minor incidences recorded in playground behaviour book” with the date.

YELLOW AND RED CARDS

A set of red and yellow cards are placed inside the playground behaviour book. For incidences where a child is not following teacher instruction, the following card should be sent to the staffroom with another student:

- **YELLOW:** When assistance is required from the Principal or Executive Teacher. This could be used if a student will not follow instructions or when a student needs to be removed from the Playground.
- **RED:** When an emergency situation arises and urgent assistance is required.

APPENDIX 3
(COMMENCE TERM 4, 2013)

PASTORAL CARE CLASSROOM DEMERIT SYSTEM

All students will be monitored in the classrooms using the Classroom Behaviour Record Sheet each day. The record sheet will be recorded any violation of classroom rules as set out by individual classes. The following classroom rules have been set up by the class teacher, after discussion and consultation with students.

Kindergarten/Year 1: Miss A. Colmer Teachers to add their classroom rules as negotiated with students as the beginning of each year.	Year 3/4: Miss K. Burns Teachers to add their classroom rules as negotiated with students as the beginning of each year.
Year 2/3: Ms J. Woldring Teachers to add their classroom rules as negotiated with students as the beginning of each year.	Year 5/6: Mrs S. Ferrari & Mrs K. Heap Teachers to add their classroom rules as negotiated with students as the beginning of each year.

The following process will be used by all teachers when an incident occurs in the classroom.

- A **verbal warning** will be given to the student that clearly states to the child what they are doing wrong and how they would correct this behaviour. An example would be “Tom you have broken our rule on not disturbing others, you should be completing this work by yourself. This is your verbal warning about not following class rules”.
- During the same day, if a student chooses to break another rule of the classroom, the **first demerit** will be recorded against their name. An example of this would be “Tom you have broken our rule about throwing objects in the classroom, this is your first written demerit for today”.
- A subsequent break of classroom rules on the same day will result in the student having a **second demerit** recorded against their name and been kept in for 5 minutes during playtime. An example of this would be “Tom you have broken our rule about being rude to adults in the classroom, this is your second written demerit for today and you will be placed in timeout during lunch time for 5 minutes”.
- A **third demerit** will be recorded against the student if another rule is broken. This will result in the student been sent to their ‘buddy’ class for a period of 20 minutes, with work to be completed during that time. The student will also be kept in for 10 minutes at lunch time for their behaviour.
- A **fourth demerit** will be recorded against the student if another rule is broken. The student will then be sent to the Principal or Executive Teacher where they will have to complete their work for 30 minutes.
- A **fifth demerit** will see the student removed from the classroom and placed with an executive teacher. This will result in the child receiving a major demerit and placed into the demerit folder. From this point the Principal will follow the PASTORAL CARE PLAYGROUND DEMERIT SYSTEM.

YELLOW AND RED CARDS

A set of red and yellow cards are placed in each classroom. For incidences where a child is not following teacher instruction, the following card should be sent to the staffroom with another student:

- **YELLOW:** When assistance is required from the Principal or Executive Teacher. This could be used if a student will not follow instructions or when a student needs to be removed from the classroom.
- **RED:** When an emergency situation arises and urgent assistance is required.

Demerit Notification

Dear Parent/Guardian,

Your child _____

has received _____ this week for :

Consequently he/she will attend a behaviour reflection session (at lunch time) and will be placed on level __ according to our school's Pastoral Care and Behaviour Management Policy.

Signed:

Mr Brett Henderson
Principal

Please return this slip to school.

I have received the demerit notification and have discussed with my child their behaviour.

Signed: _____

Print name: _____

