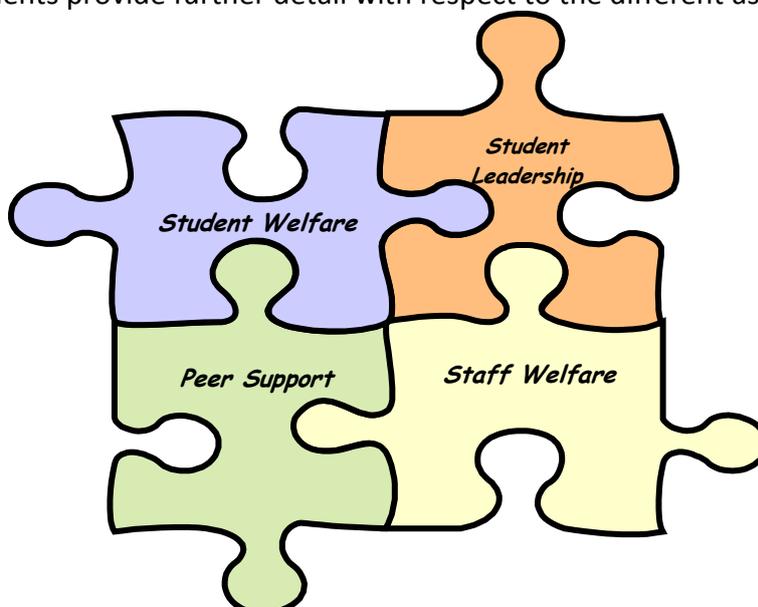


PASTORAL CARE POLICY



Pastoral care is defined as care and concern for the physical, social and emotional well-being of all in the school. This overview is designed to indicate the relationship between the elements that contribute to pastoral care so that the well being of all individuals is assured. Other policy or operational statements provide further detail with respect to the different aspects described.



Student Welfare includes 'Behaviour Management'; 'Anti-Bullying'; 'Students at Educational Risk'; 'Values'.

Staff Welfare includes 'Professional Learning' [refer to the school Professional Learning Strategy]; 'Collegiate Support' [the process of mutual support for each other in times of need]; 'Social Committee' [a voluntary group established formally or informally to plan and coordinate staff social events]; 'Performance Management' [refer to the school Performance Management Policy].

Student Leadership includes 'Student Councillors'; 'Peer Mediators'; 'Faction Captains' [refer to the Student Leadership Operational Statement].

Peer Support includes 'Peer Mediation'; 'Peer Tutoring'; 'Buddy Classrooms'; [refer to various teacher references for information about each of these e.g. Cooperative Learning; Friendly Schools Friendly Families; Whole School Approach to Behaviour Management].

All school documents referred to on this overview page can be located in 'Connect' by all staff.

Behaviour Management Policy Overview

GOAL FOR STUDENT BEHAVIOUR:

To behave with integrity, show care and respect for others and become active and informed citizens.

BELIEFS

- prevention is better than cure.
- a caring, supportive and positive environment is essential
- children respond best to positive encouragement
- the behaviours expected of children should be modelled for them
- children need to learn to accept responsibility for their own actions
- children need to know what is expected of them
- children need to know what consequences will be applied when they follow or don't follow expectations
- children are best served when teachers, parents and students work in partnership
- children should be involved in establishing rules
- there needs to be a consistent staff approach to behaviour management

RIGHTS

Everyone has the right to:

- work and learn in a safe, friendly and supportive environment, and
- be treated with respect and dignity.

RESPONSIBILITIES

Everyone has the responsibility to:

- treat self and others with respect;
- take care of all property, and
- obey agreed rules.

RULES

Students have the responsibility to:

- behave safely and sensibly;
- treat everyone with respect;
- care for our school environment, and
- follow teacher's instructions.

ROUTINES

- children should not arrive at school before 8.30 am except when attending a supervised activity, eg: choir/orchestra
- children arriving early [before 8.30 am] sit outside their classroom until 8.30 am or until invited inside
- children line up outside classrooms after breaks
- movement between classes is supervised and is done in a quiet and orderly fashion
- there is a designated eating period of 15 minutes, while seated, at the beginning of the lunch break before dismissal to play

PARENTS HAVE THE RIGHT TO MEANINGFUL PARTICIPATION IN THEIR CHILD'S EDUCATION

ASSUMPTIONS

Our primary focus is on positive reinforcement of appropriate behaviours. Teachers will commence each term by revisiting the school code of behaviour with focus on the 4 R's - Rights, Responsibilities, Rules and Routines

MANAGEMENT PRACTICES

Staff are committed to the use of the following practices to enhance the effectiveness of our policy:-

- explicitly teaching and modelling appropriate behaviours
- explicitly teaching values and anti bullying strategies
- using the rights, responsibilities, rules and routines model as a basis for management of students
- utilising reflective listening and problem solving / conflict resolution
- utilising related consequences and follow up debriefing
- developing positive corrective styles
- promoting and supporting positive behaviour
- utilising cool off time and dignified use of time out
- utilising wide collegial support
- regularly discussing / reviewing and displaying the school 4R'S and what they mean [with students]
- using consistent language patterns when discussing rule breaches
- using co-operative learning strategies to encourage positive social behaviours
- informing parents of concerns at an early stage
- establishing behaviour plans to meet the needs of students with challenging behaviours
- immediately reporting non-suicidal self injury or suicidal behaviour to the Principal or Deputy Principal

CLASSROOM DISCIPLINE PLANS

Each teacher will display the steps in their classroom discipline plan, which are consistent with the whole school approach and are articulated to students and parents. The steps in this plan need to be discussed with children so they are understood, including positive and negative consequences. Specific classroom rules need to be negotiated with children to suit classroom contexts [i.e. Year Six as opposed to Pre-primary]

POSSIBLE POSITIVE STRATEGIES

- classroom incentives
- values program
- 'Friendly Schools, Friendly Families'
- personality of the week
- anti bullying programs

Behaviour Management Process Classroom

1. Positive Correction

Eg: verbal warnings, rule reminders, last to leave, cool off time, think spot etc. This process would be used on a daily basis, to encourage appropriate behaviours by all students and is part of classroom Behaviour Management Plans.

2. Class Reflection Sheet 1

To be signed by the teacher and student.
Follow up student/teacher conference.

3. Class Reflection Sheet 2

To be signed by teacher, student, Principal/Deputy and parent. Follow up student / teacher conference and parent contact by teacher.

4. Class Reflection Sheet 3

To be signed by teacher, student, Principal/Deputy and then parent. Follow up student/teacher conference later and parent contact made.

5. Suspension

In-school suspension in admin for a negotiated period followed by a compulsory case conference – teacher, student, parent and Principal/Deputy.

If the unacceptable behaviour continues suspension may occur either in or out of school and can in extreme cases lead to exclusion.

ALTERNATIVE PATHWAY: It is expected that the vast majority of behaviours will follow the process outlined above. With serious behaviour breaches the level of behaviour breach will determine which level of the process is initially adopted. For example, severe behaviour breaches can trigger immediate suspension e.g. physical abuse, aggression, drug and alcohol misuse. Teachers use a 'red card' to call for Admin support to manage severe behaviour. The classroom teacher will develop an Individual Behaviour Plan for students who consistently display inappropriate behaviour. Each term children recommence at Class Reflection Sheet 1 so they can demonstrate a change of attitude and behaviour.

Behaviour Management Process Playground

Duty Teachers

- Ensure proximity and mobility.
- Look for every opportunity to positively reinforce appropriate behaviour.
- Use the playground referral strategy only after attempts at positive correction and logical alternative consequences have failed to stop inappropriate behaviour.
- Respond to student concerns about personal safety and well-being.
- Support each other by communicating issues of importance.
- Investigate incidents that are referred to them by students in the playground.
- Resolve disputes on the spot as far as possible.

Playground Reflection

- Reflection Sheets are issued by Administration.
- Admin records student names in record log on Integris.
- Duty teachers debrief with student about why they were asked to reflect and sign the reflection sheet to confirm accuracy.
- Reflection sheets are forwarded to the class teacher via pigeon hole.

Teachers

- Support colleagues by having follow up discussions with students about playground behaviour.
- Regularly discuss school rules and their meanings.
- Ensure parents receive copies of reflection sheets as appropriate and that they are returned signed.
- File copies of reflection sheets for future reference.

Admin

- Impose higher-level sanctions when appropriate.
- Update behaviour records on Integris.
- Make parent contact when a case conference is required and facilitate meeting with stakeholders.

Ground Markings

- Additional markings may be prepared to encourage focussed play through games and provide reminders about walking on paved areas.

1. Positive Correction
Verbal warnings, on the spot related consequences, [the duty teacher can use all the same management practices as they would in the classroom such as rule reminders, walk with me, cool off time etc.]

2. Playground Reflection Sheet 1
A student who ignores warnings and doesn't respond to positive correction is issued with a Playground Referral Sheet which is taken to a Deputy Principal for follow up action. This will require the completion of Playground Reflection Sheet 1. It is then signed off for accuracy by the referring duty teacher.

3. Playground Reflection Sheet 2
A student referred for reflection a second time in the term completes Playground Reflection Sheet 2, which must be signed off and followed up for accuracy by the reporting duty teacher. Parents are notified with a copy of the reflection sheet for signing.

4. Playground Reflection Sheet 3
A third and subsequent referral results in extended time out periods or playground withdrawal for up to three days and the completion of Playground Reflection Sheet 3. Principal/Deputy to follow up and impose length of sanctions. Parent contact is made and a follow up case conference arranged as appropriate.

5. Suspension
In-school suspension or suspension from school, which can lead to exclusion in extreme cases.

ALTERNATIVE PATHWAY: It is expected that the vast majority of behaviours will follow the process outlined above. With serious behaviour breaches the level of behaviour breach will determine which level of the process is initially adopted. For example, severe behaviour breaches can trigger immediate suspension e.g. physical abuse, aggression, drug and alcohol misuse. Teachers use a 'red card' to call for Admin support to manage severe behaviour. Each term children recommence at Playground Reflection Sheet 1 so that they can demonstrate a change of attitude and behaviour.

SUPPORTING SAFE AND RESPECTFUL BEHAVIOUR

Teachers are primarily responsible for ensuring that students during school hours adopt safe and respectful behaviour. Teachers will teach and make explicit the meaning/implications of the various rights, rules and responsibilities, but the school also needs parents' and students' support as the following procedures are in their interest:

Playground Supervision

- PP teachers and assistants manage their own duty arrangements.
- At least 3 duty teachers, whose responsibility is to be visible and mobile.
- Teachers patrol play areas 1, 2 & 3 (see playground duty map).
- Use Playground Referral Sheets for behaviours that **cannot** be managed with positive correction or logical on the spot consequences.
- For urgent assistance teachers use the red card or first aid card (located in the duty folder) via a messenger.

Play Areas and Equipment

- Year 1 & 2 students will use the playground equipment adjacent to rooms 13 – 16, the courtyard outside Rooms 8-11 and may also kick balls on the grassed area adjacent to the tennis courts.
- Year 3 and 4 students will use the playground equipment adjacent to the tennis courts, the courtyard outside Rooms 3-6 and the grassed area adjacent to the tennis courts (Year 4s can also use the football oval and undercover area).
- Year 4-6 students will use the tennis courts, playground equipment adjacent to the football oval, the undercover area and the football oval.
- Unsupervised student access is not permitted in classrooms or activity areas during recess and lunch breaks or before and after school. Unsupervised student use of playground equipment is not permitted before or after school.
- Sports gear, toys and valuables are not to be brought from home except for class activities.
- Physical Education lessons will be used to teach and make explicit the appropriate use of playground equipment.

Eating Areas

- Year 1-2 students eat lunch in the shaded areas outside Rooms 13-16. Year 3-5 students eat lunch in the covered assembly area. Year 6 students eat lunch on the paved area adjacent to the covered assembly area. At morning recess all students sit to eat either on the veranda outside classrooms or undercover area.
- Supervision at eating time is shared by the respective teachers on the duty roster.
- All food is to be consumed while seated.

Wet Days

- Administrative staff will make a PA announcement to indicate that 'wet day' procedures are to be implemented.
- On 'wet days' teachers remain with their class in the classroom during recess and/or lunch time. Non-classroom teachers and administrative staff will assist with supervision to give teachers a drink and toilet break.
- Sports equipment is unavailable and children are to remain under cover.
- In severe weather early return to class may be signalled using the siren and the Public Address system.

Veranda Supervision

- Teachers are expected to arrive at their classrooms by 8.30 a.m. before school and promptly at the conclusion of the lunch and recess break in order to minimise disturbance and provide adequate supervision.

Mobile Phones

- Students are prohibited from using mobile phones during school hours. Students using mobile phones during school hours will have their phone retained by the Principal or Deputy Principals and returned to the student's parents.

Out of School (Excursions)

- Behaviour consistent with the school rules is expected. School uniform is to be worn for identification and safety except in approved special circumstances.
- Supervising teachers should take a mobile phone with them and leave it turned on for the duration of the excursion.
- In the unlikely event of a child needing to be returned to school, the teacher in charge phones the school to seek assistance
- Teachers must comply with the excursions operational statement.

Contracting / Special Plans for Individuals

- Some students may need to have special programmes to help them modify their behaviour. These will be negotiated through consultation with the key stakeholders, at the appropriate time - including teachers, parents, admin, and psychologists where applicable.

Monitoring and Recording

- Playground Reflection Sheets 1, 2 and 3 - a Deputy Principal will record information from reflection sheets on the school's behaviour management recording system (Integriss).

Relief Teachers

- A copy of the Behaviour Management Overview and the class teacher's plan are displayed in classrooms.