



PASTORAL CARE AND POSITIVE BEHAVIOUR

Vision Statement *School With A View*

The community of St Patrick's School believe in upholding a Christlike viewpoint as we look after each other, look at thinking and look into the future.

Rationale

Look After Each Other

At St Patrick's School, we recognise the sacredness of each person, formed in the image of God. We will endeavour to create an atmosphere of care and concern where the dignity and worth of each individual is recognised and nourished and where Gospel values and attitudes will be upheld.

Look at Thinking

We strive to maintain a fair, thoughtful and effective Pastoral Care and the Behaviour Support policy that is clearly understood and explicitly taught. We teach there are consequences for every choice of behaviour we make and that we are responsible for our actions.

Look into the Future

Spiritual development of the students is central to our school. It forms the basis of Pastoral Care and the Behaviour Support Policy. As a community, we encourage personal and social responsibility in the students. We strive to lead our students towards a commitment to justice and honesty.

Rights and Responsibilities

"Positive behaviour management is based on a balance of rights and responsibilities. Teachers need to teach *both* rights and responsibilities, and manage within a context that emphasises both." Bill Rogers 2006

At St Patrick's School, we aim to lead by and support behaviour that acknowledges and protects mutual rights and responsibilities in our community. We believe that this will promote an environment that is stable, just and safe for everyone.

See Appendix 1

Procedures and Implementation

At St Patrick's we believe that a positive discipline policy should be concerned with guidance and instruction and not based primarily on punitive actions. We believe in a proactive approach that utilises positive reinforcement and is sensitive to the needs of each student as an individual.

This takes into account four interrelated aspects of discipline:-

1. Positive strategies to celebrate appropriate behaviour, including awards and affirmations
2. Preventative strategies to encourage appropriate behaviour
3. Corrective strategies to address inappropriate behaviour and
4. Strategies that support procedures and processes.

See Appendix 2a and 2b for detail of strategies

School Rules

The school rules revolve around three basic premises of

RESPECT: Respect, Share, Grow
SAFETY: Be safe, Be Happy
RESPONSIBILITY for LEARNING: Look, Listen, Learn

These rules have specific expectations according to the different school settings; Learning Areas, Playgrounds, Assembly, Church, Toilets.

The rules are taught explicitly by the class teacher within the classroom and reinforced and modelled by student leaders at assembly.

Class Rules

Teachers and classes may choose to define the school rules more specifically into class rules. Class rules need to be positive in intent, no more than five in number, clear, specific and taught explicitly to the students. The class rules, along with the school rules are to be prominently displayed in the classroom within the first few weeks of the year. Rules need to be re-visited regularly and expressed appropriately for each grade. The younger students benefit from visual reinforcement such as photographs of students demonstrating the rule.

Class rules may be based on the following broad headings: -

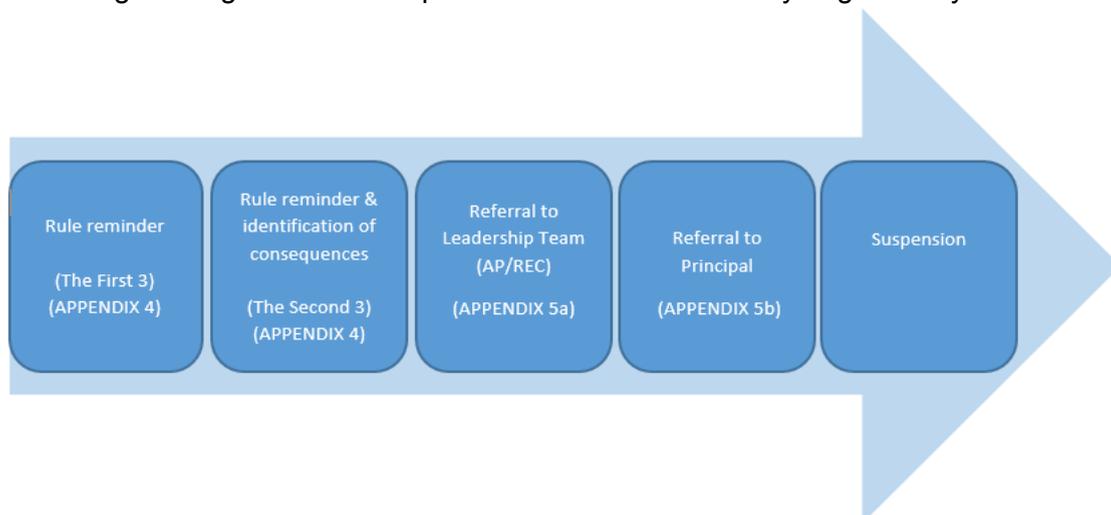
- communication
- respect and consideration
- movement and safety
- learning
- fair treatment of classmates

Agreed Consequences

In the interests of consistency and fairness, the following procedure would normally be followed when caring for students. However, it is acknowledged that students are to be treated as individuals and therefore some cases may require special considerations.

Flowchart of Agreed Consequences

This is a general guide to consequences but intervention may begin at any level.



See Appendix 3
APPENDIX 1

Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
Parents	Parents
<ul style="list-style-type: none"> expect their child's safety and well-being is protected. expect that concerns are followed up. be confident that the school is working with them for the benefit of the student. be able to talk to the teachers about their concerns. expect that there are established and well-ordered protocols in the classroom that are conducive to learning. 	<ul style="list-style-type: none"> support the Behaviour Management Policy. contact the school when they have concerns. promote positive and supportive partnership with the school. arrange an appointment time suitable to both parties. counsel their children to behave in a suitable manner

RIGHTS	RESPONSIBILITIES
Teacher	Teacher
<ul style="list-style-type: none"> be respected. carry out their duties in a settled and orderly environment. have the support of the Principal, Executive and other staff members. have supportive school wide systems and protocols in place. be informed of the Code of Behaviour and to have consistency from all staff. have the students comply with the school and classroom rules. have cooperation and support from parents. have students cooperate and complete set tasks. feel safe. 	<ul style="list-style-type: none"> model a respectful, courteous and straightforward behavioural manner to staff, students and parents. ensure that classroom is well organised. have class processes in line with the Behaviour Management policy. work within the school wide systems and protocols. support and be consistent in working with the Behaviour Support Policy establish class rules with the students that are relevant and fair. establish positive relationships with the students. cooperate with parents to ensure the student's needs are met. contact parents to discuss behaviour issues when appropriate. have lessons/resources prepared to provide opportunities for all students regardless of ability. <i>never use corporal punishment of any sort.</i>

RIGHTS	RESPONSIBILITIES
Student	Student
<ul style="list-style-type: none"> be treated with respect. have behavioural expectations explained so that they are understood. know the consequences of misbehaviour and to know that the consequences are consistent. be set work that is achievable, caters to their learning style and provides opportunities for success. have their efforts in schoolwork and in meeting behavioural expectations acknowledged. be safe and free from intimidation. learn in a purposeful, welcoming and supportive environment. be heard. be treated fairly, regardless of religious, cultural, racial or gender difference. To work and play in a safe, secure, friendly and clean environment. 	<ul style="list-style-type: none"> treat others with respect. accept and comply with behavioural expectations. accept that there are consequences for misbehaviour. work to their best ability. work cooperatively with the teacher and other students to ensure all students have the opportunity to succeed. ensure that their behaviour allows others to be safe. ensure that their behaviour is not disruptive to the learning of others. communicate in an appropriate manner. give others the right to be heard. ensure that they are accepting of others. Ensure that the school environment is kept neat, tidy and secure.

APPENDIX 2a

Strategies

Positive strategies to celebrate appropriate behaviour

- Recognise and praise positive behaviour and expectations
- Use 'I demonstrated' stickers to reward behaviour
- Honour students for behaviour and learning at morning assembly
- Reward systems that build from extrinsic to the intrinsic motivation.
- Identifying and articulating appropriate behaviour

See Appendix 2b for specific awards and affirmations

Preventative strategies to encourage appropriate behaviour

- Clear rules established collaboratively with the class and prominently displayed for easy reference.
- Agreed Consequences.
- Attractive, organised environments.
- Differentiating the curriculum.
- Regularly reviewing behavioural expectations with the children
- Lanyards are used for students who have permission to leave class

Corrective strategies to address inappropriate behaviour.

- Use the BehaveAbility script for what we say, and how we say it when a student is disruptive or off task.
- Casual or direct questioning
- Clear and concise directions
- Defusing or redirecting potential conflict.
- Reminding or restating of classroom rules
- Giving simple choices
- Taking students aside from the group
- Using in-class time out
- Tactically ignore or use non-verbal cues/proximity

See Appendix 3 for agreed consequences

Strategies that support procedures and processes.

- Following up misbehaviour at an appropriate time, always working to 'keep it small.'
- "Catching kids" being good.
- Encouraging students wherever possible
- Re-establishing working relationships
- Developing contracts with a student
- Developing and maintaining a climate of respect
- Maintaining a sense of humour
- Building a positive classroom tone
- Applying a team approach to solving behaviour concerns
- Reviewing strategies regularly
- Allowing children to redeem themselves

Corporal punishment is NOT to be administered in any circumstance. Additionally, schools must not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to or the destruction of property of, any person (including the student). Education Act 1990 (NSW) - Sect 3.

APPENDIX 2b

Awards and Affirmations

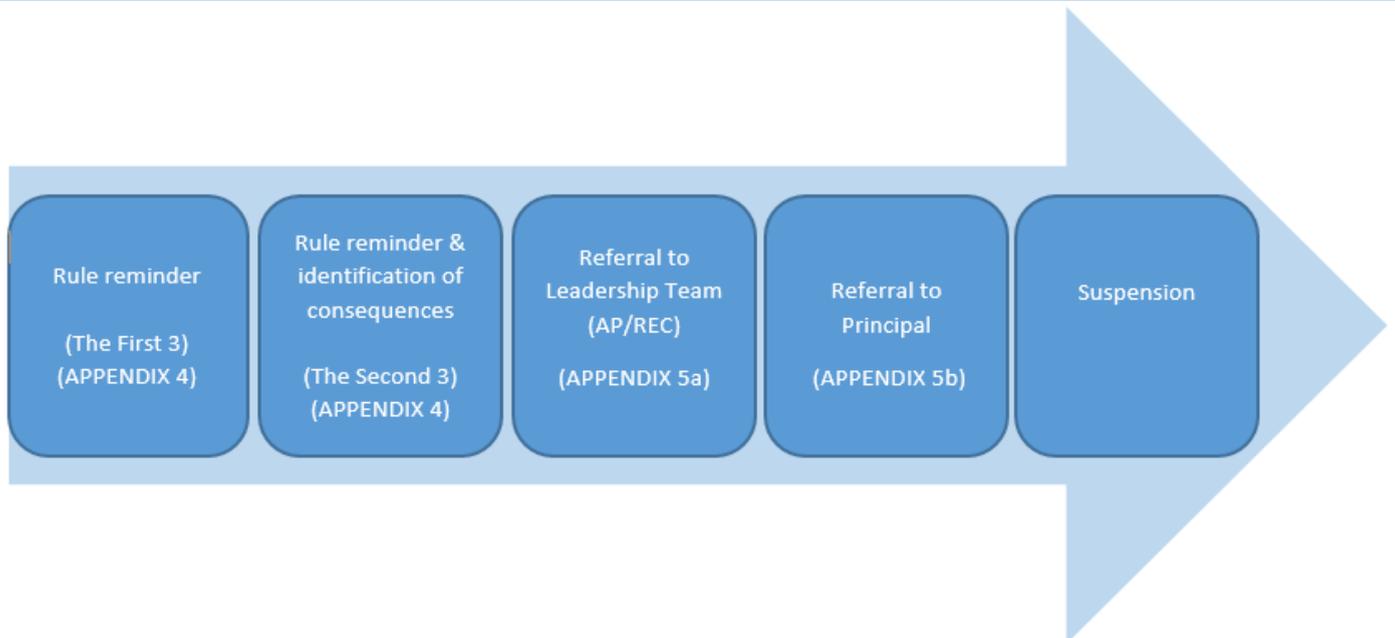
At St Patrick's School, we endorse a proactive Behaviour Management system that reinforces positive behaviour, self discipline and nurtures the inherent gifts of the individual.

We affirm and reward our students in the following ways.

1. Morning assembly with affirmation of student behaviours for learning and engagement
2. 'I demonstrate' stickers for behaviours for learning and engagement
3. Tokens system 'House Points' totalled each week and at the end of term the house with the most points has additional play time on the last day of term.
4. Class 'Celebration of Learning' events
5. Student goal setting and achievement processes
6. Student's birthdays are recognised each week and celebrated by the assembled school with a certificate and song. The Vice Captains prepare the Birthday Certificates.
7. The Michael Rheinberger Award is presented twice a year for sportsmanship demonstrated during the Swimming and the Athletics Carnivals. The teachers nominate and vote for the recipients of this award. The parents are invited to the School Assembly for the presentation and the recipients are featured in the local media. The Sports Coordinator organises this award.
8. Citizenship and other learning and engagement Awards are presented to the departing Year Six students at their Graduation Mass. The Senior Primary teaches select recipients using results accumulated over the year

APPENDIX 3

Agreed Consequences



If the above consequences do not cause the student to change his/her behaviour then there may be the need for an Individual Behaviour Support Plan. This would be discussed and planned by the classroom teacher with the parents and the Classroom Support Teacher.

In-school suspension is a level of consequence that removes the privilege of the classroom. It takes place during school hours and may include the student remaining off the playground.

If the use of the *BehaveAbility* script does not cause the student to change their behaviour then there may be a need to undertake this step.

- The parents will be notified of the suspension and the reasons why.
- The Principal or the Assistant Principal will supervise the suspension.
- Another interview will be arranged where the Parents, the Principal, the Assistant Principal and the student will again discuss strategies to curb the behaviour.
- There may be a loss of privileges such as excursions, school discos and merit cards. Information passed on to all staff.
- Conditions remain active at the discretion of the Principal.
- Counselling is recommended.

Out of school suspension is a level of consequence that removes the privilege of being at school. The student is required to leave a school for a specified period of time, the student's return is subject to specified conditions.

If all strategies to support a student behave in accordance with school expectations the Principal may suspend a student from school. This may occur when the principal is satisfied that such action is warranted. Behaviours that may incur a suspension include if the student:

- demonstrates consistent and willful non-compliance
- acts violently or threatens violence
- threatens good order
- disrupts own learning or that of other children

The following actions will be taken by the Principal in Circumstances Requiring Suspension

- Give the student a fair hearing and discuss the implications and consequences of the behaviour with the student before a decision is reached as to the course of action to be followed.
 - Notify and discuss the issue with parents or guardians. Depending on the seriousness of the situation, this may need to occur after the decision to suspend a student has been taken.
 - Having been informed of their suspension, students under statutory leaving age do not leave the school until the end of the school day unless parents have arranged supervisory responsibilities that ensure the safety of the student. The suspension period begins on the following day.
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- Parents or guardians of the suspended student must be made aware, orally and in writing, that the school no longer has a responsibility for a suspended student until the student returns to school. Written communication with the parents is posted to the parent's home address.
 - If appropriate, the Parish Priest or Chaplain is informed of the suspension.
 - When a student returns to the school following a period of suspension, the school provides appropriate support and developmental programs which will enable the student to re-establish his or her reputation in a positive sense and resume normal activities as a full member of the school community. In keeping with Christian ethos, all subsequent dealings with a student illustrate the school's commitment to reconciliation.
 - Before resuming normal classes, the student is interviewed by the Principal or delegate and the developmental program of support outlined. In most instances it is appropriate for the parents to be involved in this interview.
 - The period of suspension is normally not to exceed five (5) consecutive school days.
 - If a Principal suspends a student, immediate notification of this suspension is made to the Head of Human Resource Services at the Catholic Education Office.

References

- Education Act 2004 (ACT)
- NSW Board of Studies. *Registration Systems and Member Non-government Schools (NSW) Manual*, section 5.7.

Exclusion, Expulsion and Transfer of Students

The decision regarding exclusion, expulsion or transfer of a student is made by the Director on the written recommendation of the Principal when the Director is satisfied that the circumstances warrant exclusion, expulsion or transfer.

Please see the *Exclusion, Expulsion and Transfer of Students Policy* from the Catholic Education Office, Canberra-Goulburn.

Crisis Management

In extreme situations, some children may need to be physically restrained and /or forcibly removed from the classroom or the playground. If a student engages in a violent, aggressive episode, where their own safety and the safety of others is at risk, the teacher removes the class to an adjoining classroom and communicates with the office for the attendance of the Assistant Principal/Principal. If a violent episode should occur on the playground, the teacher is to move the other students away and send for help. The teacher is to supervise, from a distance as necessary, and not approach the child if this may escalate the event.

APPENDIX 4

IAN LUSCOMBE STRATEGIES

When an incident of unwanted behaviour occurs the classroom teacher or duty teacher will:

The First 3: Use the broken record technique

Move closer to the student and first gain their attention. Only after you have done this do you issue the instruction. A simple way to gain their attention is to say their name and wait.

1. Use a calm, matter of fact tone to give a simple instruction that clearly outlines the behaviour you expect. Use hand gestures. Keep it lowkey and manage your own emotions. Say for example, **“Put the book on the table, thanks.”** Walk away and expect compliance. Wait a short time allowing length of ‘take up time’ as appropriate for the student. Be business-like and portray indifference.
2. Repeat the instruction in a calm, matter of fact tone, **“Remember, put the book on the table. Thank you.”** Walk away and expect compliance. Wait a short time allowing length of ‘take up’ or processing time as appropriate for the student. Do not cajole the student or modify the instruction.
3. Repeat the instruction in a calm, matter of fact tone. **“Put the book on the table.** Then walk away and expect compliance.

The Second 3: If the student is still not following instructions try these 3 statements

1. Use a calm, matter of fact tone to give the instruction. Keep it low key and manage your own emotions. **“Your instruction was to put the book on the table. You will need to do this. This instruction is not going to change.”** Focus your attention elsewhere and expect compliance. Be business-like and portray indifference. Wait a short time allowing ‘take up time’ appropriate for the student.
2. Return to student. **“I’m confused. I’ve given you an instruction...are you refusing to follow it? ... Pause “If you are refusing there will be consequences. I know you can make a really good choice, and the smart choice now is to follow my instruction. I’ll give you a short time to think about it.”** Walk away and expect compliance.
3. Return to student. **“You’ve been given an instruction and it appears you have chosen not to follow it. You now have (...name time frame...) to follow the instruction or (...name the consequence...).** if you don’t know what the consequence will be, say, **“There will be a consequence.”** Wait for the time to expire and if the instruction is still not followed say, **“The consequence is...”** or if unsure of the consequence say, **“I’ll get back to you about what will happen.”** Walk away and focus your attention elsewhere. If needed, give yourself time to ‘cool down’ before discussing the consequence. Check in with a colleague if you wish, then ensure you follow up with the student and apply the considered, meaningful and logical consequence. Part of this consequence will be that the original instruction still needs to be followed.

Teacher managed consequences may include: a two-minute detention, referral to a buddy class, implementing a ‘make it right’ process eg. an apology, repairing any damages.
Then build rapport when the student does the right thing

APPENDIX 5a

IAN LUSCOMBE STRATEGIES – Yellow card referral

Rationale: When certain behaviours, because of their intensity and frequency become too much for the teacher to manage, it is vital that the teacher is able to receive the support of the “system” by referring these students on for “processing.” Teachers need to know when it is ok for them to refer students on. If teachers are doubtful about this then the students will pick up on this confusion.

Teachers request the support of processing by sending a student to the office with their classes’ yellow card. The office then passes the yellow card onto the AP (the “processor”) for processing. The processor then goes to the classroom which requested the support. The processor knocks on the door and waits for the teacher to come to them. The teacher will explain in a quiet voice what happened that caused them to request support. The processor will then take the referred student / students away for processing. Only the processor should engage with the student. Other adults ignore them as much as possible.

The processing of a student’s behaviour is in an area away from the classroom. The processor will ask the student the following 2 questions:

1. “What went wrong?”
2. “What do you need to do now to make things right?”

(Some possible steps - validate emotions, teach the replacement behaviour, rehearse the desired behaviour, discuss restitution, practice an apology. Might need to role play this with the student)

Re-entry Procedure

After working through the office referral, the processor takes the student back to the person who issued the office referral and goes over the process again. This is done to ensure the student has owned their behaviour and avoids incidents of splitting. This is where restitution takes place. The processor guides the student through these steps:

1. Student knocks on the door
2. Processor and student wait for the teacher to come to the door. If the child is getting impatient, then they can learn to manage this.
3. Processor tells the student to inform the teacher of what they did that warranted them being sent for processing. That is, “what went wrong?” (this is part one of the processing steps). We are aiming to get the student to own their behaviour.
4. Processor now directs the student through part two of the processing steps, that is, “What do you need to do now to make things right?”

The student will need to **a)** apologize to the teacher and, **b)** ask for permission to come back in. After being asked for permission to come back in, the teacher will generally wait a few seconds to indicate that they are pondering the request and then will say something to the effect of, “Yes, you may come in, we like having you in our school, you belong here.” This promotes connection.

If the student has not owned their behaviour, they then return to the office referral area and the process is repeated.

When back in class after having worked through an office referral the teacher needs to reinforce the new skills practiced. Instructional strategies that can help students apply and maintain their new behavioural skills in different environments and settings are similar to effective academic instructional strategies, and include:

- Breaking each behavioural skill down into concrete, teachable steps.
- Modelling the skill and providing a variety of examples of its appropriate use. For example, pointing out when other students demonstrate the desired behaviour.
- Offering opportunities for guided and independent practice and role playing.
- Prompting and cueing the student about the use of the behavioural skill.
- Giving positive and specific feedback about the student’s skill performance, being sure to praise successful approximations of the skill and to encourage complete mastery.

APPENDIX 5b

IAN LUSCOMBE STRATEGIES – Yellow card referral

Principal referral:

If a student receives three yellow cards in one day, they are automatically referred to the principal for processing. The principal will consider the behaviour up to date and will decide upon the appropriate consequence. Consequences can range from processing the child back into the classroom to suspension. The principal might need to consult with the executive, teacher, school counsellor or other person to gain a full awareness of what has taken place before deciding on the consequence.

Tips:

- Business like – need to avoid as much as possible any secondary gain. Not a time for anyone to be “matey” with the student.
- Be as quick as possible.
- See it as a learning opportunity – emotional education and behaviour skilling.
- Teach the replacement behaviour.
- Use the term, “keep it small,” to the student.
- This process is about making things right.
- The student needs to own their behaviour.

Referring teacher – manage our own emotions when a child returns. Need to be gracious and welcoming. Not a time for lecturing or making a student feel guilty. Sometimes we won’t say yes to the student’s request to be allowed back in.

Processor– has to be ok that a child has been sent for processing. If there are concerns that the referring teacher should have managed the behaviour in class, and not referred the student on, then this conversation is had later.

APPENDIX 6b

IAN LUSCOMBE STRATEGIES - Guidelines for Processors

Processor judgement: When processing a child, it is essential that the processor uses their judgement in determining how long they will allow a child to settle to a calm state of mind that will enable the child to comprehend the process.

Child is dysregulated: If a child is in a dysregulated state, they will most likely need a considerable amount of time to settle and any attempts at processing during this time will almost certainly be futile and probably inflame the situation. This child could need, for example, 20 to 30 minutes or longer to calm down between processing attempts.

Child is calm yet defiant: On the contrary, if a child is not in a dysregulated state, is emotionally calm and is just being defiant and testing the limits, then this child will need a definite, much shorter time frame in which they need to follow the processor's directions. If we give this child too much time between processing attempts their behaviour is likely to escalate. For this child, for example, it is best to give them, say, 5 seconds to follow the processor's instruction or they are then referred to the Principal to manage. Giving them a short time frame will help give the child a sense of containment.

Gauging a child's emotional state: To support the processor to make an accurate as possible determination as to the child's emotional state it is recommended that the processor consult with the referring teacher as to the child's history and likely drivers of their current behaviour.

Processor is certain: If the processor is reasonably certain as to whether the child is in either a dysregulated or a calm state, the processor uses their judgement and manages them according to the recommendations above.

Processor is uncertain: If the processor is unsure of what is driving the child's behaviour, the processor needs to consult with another member of the Leadership Team.

General Reminders:

- Be business-like as we need to avoid as much as possible any secondary gain that the child might derive.
- Be as quick as possible.
- See the reason for referral as a learning opportunity for the child. It can be a time when we can provide some emotional education and behaviour skilling.
- Teach the replacement behaviour that we want the child to show.
- This is a time when the child can "make things right." They need to own their behaviour, apologise for what they have done and seek permission to re-enter the classroom.

PASTORAL CARE POLICY (Revision to be complete in 2022)

Rationale

Pastoral care refers to the atmosphere of care prevailing in a school. It cannot be restricted to any one programme or curriculum and it involves every person. It is the myriad of relationships networked within a school community and it can be expressed as:

- a sense of belonging
- being known and respected
- being valued and appreciated

Effective teaching employs a variety of strategies and it integrates the academic, spiritual, social and physical aspects of the curriculum, catering to the needs and the development of each individual. This holistic approach is an integral component of pastoral care.

Policies and Procedures

At St Patrick's School, we believe it is important to provide an environment that is nurturing, positive and affirming so that each individual can reach his or her inherent potential.

Pastoral care needs to be both proactive and reactive. It is nurtured by the following policies and procedures within the structure of the school community:-

Fostering School Spirit

- Buddy System between Kindergarten and Year Six
- Whole school assemblies
- Prayer and Mass celebrations for special times like *Grandparents' Day*
- Whole school celebrations including *St Patrick's Day*

Structures for communication with parents

- Weekly newsletter
- Formal interviews
- Written reports
- Reports of school activities at Community Council meetings
- *Parish Bulletin* and *Catholic Voice*
- School counsellor from *CatholicCare*
- Class Parent Contacts

Student involvement and leadership

- SRC or School Parliament Membership
- School Captain roles
- Year Six Leadership Ministries
- Whole school assemblies
- Participation in Buddy System
- Class meetings
- Community involvement like ANZAC DAY

Acknowledgement and Affirmation for Students

- acknowledgement in class
- recognition of contributions to class and school community through school assembly and school newsletter
- learning goals and awards
- recognition in local media; Archdiocesan communications & online bulletins and *Catholic Voice*

Pastoral care of staff

- recognition of contributions through newsletters and staff meetings
- informal social occasions
- recognising and celebrating special events
- support provided by fellow colleagues

Connections with the parish

- the school is regarded as playing an integral role in the Catholic Parish Community
- the Parish Priest visits the staffroom socially regularly
- the Parish Priest is invited to the classrooms regularly
- involvement in the Sacramental Program
- families are encouraged to become involved in Parish activities and celebrations

RESPECTFUL LANGUAGE AT SCHOOL

General Principles:

1. **We get what we accept.**

At St Patrick's we do not ignore a student's bad language as failing to respond to swearing may convey the message that bad language is okay. Instead, we remind students that their language is not acceptable and that we talk respectfully at St Patrick's. We do not tolerate swearing.

2. **Keep it low key.**

At St Patrick's we will react calmly to incidents of swearing. Showing personal offence may reinforce the behaviour we are trying to minimize and give the student the attention he/she is after. By responding in a low tone, calm, and neutral manner, we are conveying to the students that the swearing doesn't affect us personally, that we do not have a "button" that can be pushed. Rather respectful language is a priority expectation at St Patrick's and goes beyond a teacher's personal thinking, respectful language is the culture of our school, it's how we speak at St Patrick's.

3. **Apply a mild consequence.**

At St Patrick's we will let students know that there are consequences for disrespectful language. Students need to know they are accountable for what they say and that we don't use particular words at St Patrick's. We will give students 2 minutes detention for incidents of disrespectful language. We won't keep adding detention minutes if the student keeps swearing at / around us. They may be trying to escalate the situation, our job as the adults is to keep a situation contained.

4. **Praise the good stuff.**

At St Patrick's having a preventative strategy is important. We will be generous and authentic with our praise. When we hear students talking politely to each other, we will casually comment on it. "I love the way you are talking respectfully to each other. That's what we do here at St Patrick's."

5. **"Respectful" is the word we use.**

At St Patrick's we will be consistent, all the adults will use common language. We will use the word "respectful" to explain the type of language we want. We will teach students what "respectful" looks like.

6. **Teachers need a strategy too.**

At St Patrick's we will trial a strategy called, "Stop, Breathe, Think." Students are reminded it's ok and normal to feel angry, sad, frustrated, worried, annoyed etc. at times but it's not ok to hurt ourselves or others (including animals, objects, and environment). Swearing and threatening is hurtful and disrespectful. At St Patrick's we speak to each other with respect.

** We note that some feelings can be very strong in our mind and our body... it can feel hot, or busy, or loud or like an explosion. Thoughts can spin around in our mind. It's normal to experience this but not all these thoughts and sensations are safe (i.e. 'non-hurtful') to act upon. We need to make a choice to control these strong feelings and thoughts.

Stop – stand strong, pause, try and interrupt the current flight, fight, flee response (amygdala)

Breathe – calm breath to switch on 'thinking brain' (prefrontal cortex)

Think – choose a respectful and safe action

7. **Be pedantic.**

At St Patrick's we will pick up ALL incidents of bad language and regularly praise respectful language.

8. **Believe it will work.**

**We acknowledge and thank BehaveAbility for outlining these principles.

Rights and Responsibilities:

RIGHTS	RESPONSIBILITIES
Students	Students
<ul style="list-style-type: none"> To be treated with respect. To have behavioural expectations explained so that they are understood. To know the consequences of their language choices and to know that the consequences are consistent. To have their efforts in schoolwork and in meeting behavioural and language expectations acknowledged. To be safe and free from intimidation. To work and play in a safe, secure, friendly and clean environment. 	<ul style="list-style-type: none"> To treat others with respect. To accept and comply with respectful language expectations. To accept that there are consequences for their language choices. To work cooperatively with the teacher and other students to ensure all students have the opportunity to succeed. To ensure that their language allows others to be safe. To ensure that their language choices are not disruptive to the learning of others. To communicate in an appropriate manner. To ensure others have their right to be heard. To ensure that they are accepting of others.
Teachers	Teachers
<ul style="list-style-type: none"> To be respected. To have the students comply with the school and classroom rules. To have students cooperate, complete set tasks and be respectful in their language. To feel safe. 	<ul style="list-style-type: none"> To model a respectful, courteous and straightforward behavioural manner to staff, students and parents. To have class processes aligned to the school Behaviour Management Policy. To support and be consistent when working with the BehaveAbility strategies and script

Procedures and Implementation: a) We will have

- Explicit teaching of the behaviour and respectful language we expect.
- Positive strategies to celebrate appropriate respectful language including
 - Identifying and articulating respectful language in class at play and spotlighting at morning assembly
 - Token time for house points
 - St Pat's kid journal entries
 - Newsletter and social media posts spotlighting respect
- Preventative strategies to encourage appropriate behaviour including
 - Clear rules established collaboratively with the class and prominently displayed for easy reference.
 - Agreed Consequences
 - Lanyards for out of class
 - BehaveAbility script
 - Check in / check out processes
 - Play plans
 - Behaviour support / growth plans
 - Social coaching at play time
- Corrective strategies to address inappropriate language choices including
 - Defusing or redirecting potential conflict.
 - Reminding or restating expectations through use of script
 - Implementing immediate consequences with the ideal of helping students to 'keep things small.'
- Strategies that support procedures and processes including
 - Following up misbehaviour as it occurs
 - "Catching kids" being good.
 - Encouraging students wherever possible
 - Re-establishing working relationships

ANTI-BULLYING POLICY (Revision to be complete in 2022)

Vision Statement *School With A View*

The community of St Patrick's School believe in upholding a Christlike viewpoint as we look after each other, look at thinking and look into the future.

Rationale

Because our school seeks to *Look After Each Other*, we endeavour to create an atmosphere of care and concern where the dignity and worth of each individual is recognised and nourished. Therefore, as a community we find acts of bullying abhorrent and contrary to our Gospel values.

One of our key rules revolves around safety. At St Patrick's School everyone has a right to feel safe. Any person who bullies another is denying them that right. The school will not tolerate any action that undermines a person's right to feel safe, and it will take the appropriate steps necessary to stop that behaviour.

Definition of Bullying

Bullying is any act of aggression that causes hurt or fear in another person. It may take many forms.

- It may be a physical attack on the person or their property.
- It may be verbal teasing or insulting.
- It may be indirect such as spreading rumours, excluding people from groups or manipulating others to mistreat another student.
- It is an abuse of power.

We have a responsibility

As teachers we need to:-

- act as role models, demonstrating caring, tolerant behaviour
- listen to reports of bullying
- protect the victim from further harm
- act to stop the recurrence of the behaviour

As students we need to:-

- speak to teachers and give full accounts of bullying incidents
- intervene if they are able
- seek teacher assistance if they can't intervene

As parents we need to:-

- listen sympathetically to reports of bullying
- speak to relevant personnel
- work with the school in seeking a permanent solution

Response

- At St Patrick's School, we will keep adequate records of bullying incidents.
- We will protect and support the victim of bullying and assist the student in order to ensure that the bullying does not continue. The student's parents will be in consultation.
- The student who initiated the bullying will require individual counselling but the "No Blame" approach will be a starting point.
- Further transgressions will require individual counselling with the principal and the school counsellor. The student's parents will be in consultation.
- We will endeavour to educate all students so that the community adopts a "zero tolerance" to bullying antics by:
class meetings

adult modelling
 role playing in class and by SRC at assembly
 Social skills programs
 Buddy programs
 PDHPE programs
 Protective Behaviour Program
 Religious Education

Resources

Resources used to develop this Policy Statement were:

Costa, P. (2004) Policy Matters: securing success Curriculum Briefing Vol 3 No 1: *Positive Classroom Behaviour*

Murphy,E and Lewers, R (2000) *The Hidden Hurt* Curriculum Corporation, Carlton South

Rigby, K (1996) *Bullying in Schools: and what to do about it.* ACER: Melbourne.

Rogers, B (2006) *Behaviour Management: a Whole School Approach*, Scholastic, Gosford.

Student Support Programs, Student Services Division, Education Queensland. *Schoolwide Positive Behaviour Support Powerpoint.*

Thanks to:

St John the Apostle School, Florey- *Pastoral Care/Behaviour Management Policy*

Holy Family Primary School, Gowrie-*Student Welfare and Management Policy*

REFERENCES

<http://cg.catholic.edu.au/> or www.workcover.nsw.gov.au

Policy Dates		
Formulated	2014	
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