



PASTORAL CARE AND POSITIVE BEHAVIOUR

This policy outlines how St Patrick's school implements both the Catholic Education Canberra and Goulburn

- [Pastoral Care and Student Wellbeing Policy](#)
- [Behavioural Support and Suspension and Expulsion Policy.](#)

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 ahead to 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 processes. We teach there are consequences for every choice of behaviour we make and that we are responsible for our words and actions.

Look into the Future

Spiritual development of the students is central to our school. It forms the basis of the 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

At St Patrick's School, we aim to teach and support students grow behaviours that protect the mutual rights and responsibilities in our community. We believe that this will promote an environment that is just and safe for everyone.

Procedures and Implementation *See Appendix 1 and 2 for detail of strategies*

At St Patrick's we believe that behaviour expectations need to be explicitly taught using

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.

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: -

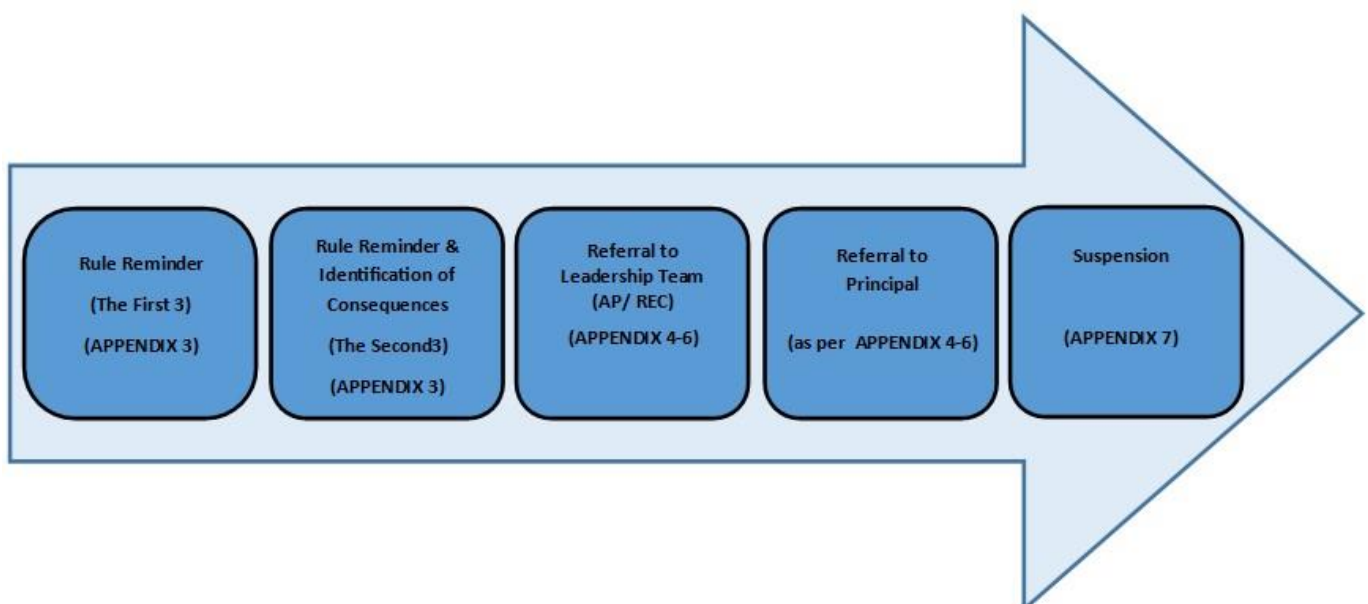
- communication
- respect and consideration
- movement and safety
- learning
- fair treatment of classmates

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.



APPENDIX 1 - 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
- Ross Greene *Assessment of Lagging Skills and Unsolved Problems (ALSUP)* planning

Corrective strategies to address inappropriate behaviour.

- Use the BehaveAbility script
- 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 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 2 - 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 - BEHAVEAbility 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 4 - BEHAVEAbility 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 was 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 cuing 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 5 - BEHAVEAbility 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.
- 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 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 6 - BEHAVEAbility 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.

Suspension Processes



Suspension is a serious penalty. It has serious process requirements to combat possible misuse.

A DECISION TO SUSPEND

Can only be made by a Principal | Must exhaust reasonable alternatives
 Must let the student and parents be heard | Must support the student during suspension



Roles and Responsibilities

- Only Principals or CECG Director may suspend a student. They formally make the decision.
- Delegates (e.g. Assistant Principal) may:
 - Gather information
 - Write notices and recommendations for the Principal's decision
 - Manage other discipline processes and return to school.
- Teachers provide education materials and learning support during suspension (appropriate to the length of suspension and student circumstances).



Unsafe or Noncompliant Behaviour

Reduces the safety or effectiveness of the learning environment because it

- Is persistently or disruptively noncompliant.
- Poses an unacceptable risk to safety or wellbeing of staff or students.
- It may occur outside school or school hours



Initial Response

MUST:

- Attempt to identify and understand the reasons for the behaviour
- Be unbiased and allow students to have their views heard.
- Consider and exhaust reasonable alternatives to suspension.

MUST NOT:

- Involve corporal punishment.



Reasonable Alternatives

- A student cannot be suspended unless all reasonable alternatives have been exhausted.
- Example: restorative processes or detention.
- A student may be suspended if the Principal is satisfied no reasonable alternative is likely to suitably or successfully manage the student's unsafe or noncompliant behaviour.



Discussion Before Decision*

- Decisions require procedural fairness. Students and parents **MUST** have their views heard.
- Principal must tell students and give parents written notice ([Form 1](#)) before a decision is made.
- Notice must include:
 - Grounds for suspension incl. details of unsafe or noncompliant behaviour
 - How school has exhausted reasonable alternatives to suspension
 - Length of proposed suspension
 - How the school will support learning during suspension
 - How students and parents may take part in the decision process and have their views heard.
- * A suspension decision can be made before written notice is given only if:
 - There is immediate or imminent or imminent risk of harm (e.g. violence against student or violence/threat to a teacher).
 - Suspension starts immediately.
 - The Principal tells parents and student orally the information in the written notice.
 - Written notice ([Form 2](#)) is sent as soon as possible.
 - Parents and student later have an opportunity to take part in decision-making process and have views heard.



Taking Part in the Process

- Students and parents must take part in decision making.
- They must be given sufficient information about the decision-making process, in a language and way they can understand, to allow effective participation and allow their views to be heard.
- A student must have a parent, or someone else chosen by the student, present when they are taking part in decision-making.



Decision

- The Principal formally decides whether to suspend a student in writing and gives the student and parents written notice ([Form 2](#)).
- A suspension notice must include:
 - Grounds for suspension
 - The period and length of suspension
 - What support will be provided to the student during suspension.
 - How parents and student were involved in the process.



Support During Suspension

- A student must be given the materials and support needed to continue their education during suspension.
- Materials should be proportionate to the length of suspension and take account of student circumstances.



Reasonable Adjustments and Counselling

- The Principal must ensure any reasonable adjustments in place for any suspended student are reviewed and updated if considered necessary.
- Counselling should be offered if a student is suspended for 7 or more days in a term.



Limits and Lessons

- A suspension cannot be longer than 20 days.
- A suspension cannot immediately follow another suspension.
- A suspension decision cannot be made until after student and parents have been heard (absent an imminent risk of harm). That may mean supervising a student at school until the process is complete.
- A suspension decision must be made by a Principal, even if they are not at school. That may mean supervising a student at school until the Principal makes the decision.

PASTORAL CARE STATEMENT

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 responsive. 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
- Morning 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*

Student involvement and leadership

- School Parliament Membership
- Year Six Captain roles and Leadership Ministries
- Morning school assemblies
- Participation in Buddy System
- Class meetings
- Community involvement eg 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 demonstration stickers for student journals
- 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.

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.

Procedures and Implementation: a) We will have

1. Explicit teaching of the behaviour and respectful language we expect.
2. 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
3. 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
4. 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.'
5. 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