



BEHAVIOUR SUPPORT AND MANAGEMENT

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 Model of Behaviour 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 Model of Behaviour 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.

RIGHTS	RESPONSIBILITIES
Parents	Parents
To expect their child's safety and well-being is protected.	To support the Behaviour Management Policy.
To expect that concerns are followed up.	To contact the school when they have concerns.
To be confident that the school is working with them for the benefit of the student.	To promote positive and supportive partnership with the school.
To be able to talk to the teachers about their concerns.	To arrange an appointment time suitable to both parties.
To expect that there are established and well-ordered protocols in the classroom that are	To counsel their children to behave in a suitable manner

conducive to learning.	
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RIGHTS	RESPONSIBILITIES
Teacher	Teacher
<p>To be respected.</p> <p>To carry out their duties in a settled and orderly environment.</p> <p>To have the support of the Principal, Executive and other staff members.</p> <p>To have supportive school wide systems and protocols in place.</p> <p>To be informed of the Code of Behaviour and to have consistency from all staff.</p> <p>To have the students comply with the school and classroom rules.</p> <p>To have cooperation and support from parents.</p> <p>To have students cooperate and complete set tasks.</p> <p>To feel safe.</p>	<p>To model a respectful, courteous and straightforward behavioural manner to staff, students and parents.</p> <p>To ensure that classroom structures are well organised.</p> <p>To have class processes in line with the Behaviour Management policy.</p> <p>To work within the school wide systems and protocols.</p> <p>To support and be consistent in working with the Code of Behaviour.</p> <p>To establish class rules with the students that are relevant and fair.</p> <p>To establish positive relationships with the students.</p> <p>To cooperate with parents to ensure the student's needs are met.</p> <p>To contact parents to discuss behaviour issues when appropriate.</p> <p>To have lessons/resources prepared to provide opportunities for all students regardless of ability.</p> <p>To never use corporal punishment of any sort.</p>

RIGHTS	RESPONSIBILITIES
Student	Student
<p>To be treated with respect.</p> <p>To have behavioural expectations explained so that they are understood.</p> <p>To know the consequences of misbehaviour and to know that the consequences are consistent.</p> <p>To be set work that is achievable, caters to their learning style and provides opportunities for success.</p> <p>To have their efforts in schoolwork and in meeting behavioural expectations acknowledged.</p> <p>To be safe and free from intimidation.</p> <p>To learn in a purposeful, welcoming and supportive</p>	<p>To treat others with respect.</p> <p>To accept and comply with behavioural expectations.</p> <p>To accept that there are consequences for misbehaviour.</p> <p>To work to their best ability.</p> <p>To work cooperatively with the teacher and other students to ensure all students have the opportunity to succeed.</p> <p>To ensure that their behaviour allows others to be safe.</p> <p>To ensure that their behaviour is not disruptive to</p>

environment.	the learning of others.
To be heard.	To communicate in an appropriate manner. To give others the right to be heard.
To be treated fairly, regardless of religious, cultural, racial or gender difference.	To ensure that they are accepting of others.
To work and play in a safe, secure, friendly and clean environment.	To ensure that the school environment is kept neat, tidy and secure.

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
2. Preventative strategies to encourage appropriate behaviour
3. Corrective strategies to address inappropriate behaviour and
4. Strategies that support procedures and processes.

Positive strategies to celebrate appropriate behaviour

- Reward systems that build from extrinsic to the intrinsic motivation.
- Identifying and articulating appropriate behaviour

Preventative strategies to encourage appropriate behaviour

- Clear rules established collaboratively with the class and prominently displayed for easy reference.
- Agreed Consequences.
- Attractive, organised environment.
- Setting up a 'time out' place in the classroom appropriate to the age of the children.
- Differentiating the curriculum.
- Regularly reviewing behavioural expectations with the children

Corrective strategies to address inappropriate behaviour.

- What we say, and how we say it when a student is disruptive or off task.
- Casual or direct questioning
- Simple directions or warnings – use students name and say please
- 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
- Time out – children can be sent to another teacher's class, or to the office
- Tactically ignore or use non-verbal cues/proximity

Strategies that support procedures and processes.

- Following up misbehaviour at an appropriate time
- "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 discipline problems
- 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.

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 slightly different expectations according to the different school settings

- Learning Area
- Playground
- Assembly
- Church
- Tuckshop
- Toilets

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

Class Rules

Class rules need to be positive in intent, no more than five in number, clear, specific and taught explicitly to the students. It is important that each class group negotiates these rules in relation to the school rules and displays them prominently in the classroom within the first few weeks of the year. They 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.

They can be based on the following broad headings: -

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

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. Class Celebrations of Learning each semester.
2. Student goal setting and achievement certificates.
3. 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.
4. 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.
5. Key Learning Area and Citizenship 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

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.

Flow Chart of Agreed Consequences

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

1. Rule reminder.



2. Rule reminder and expect a verbal apology as acknowledgement from the student



3. In class time-out or an appropriate in class strategy. On the playground, the student can have time-out on a designated bench.



4. Time-out (in another classroom)

Loss of privileges

Community service that links the consequence to the behaviour at either morning tea or lunch.

The Class Teacher will communicate with the student and enact the consequences. When a student constantly reaches level 3 or 4, the classroom teacher should document their actions. The explicit teaching of rules to reskill students should be considered.



5. Operates out of step 4 in that a child may repeat inappropriate behaviours or is involved in a serious incident, eg. continual rudeness; disrespecting school/class rules

- Consequences remain the same.
- The student fills out a "Stop and Think" or similar reflection form
- The incident is recorded and filed in the Assistant Principal's office.
- Accompanying the reflection form is a letter sent home to the parents explaining the incident and seeking the parent's signature. This will be filed with the "Stop and Think" form.



6. Three "Stop and Think" or a serious incident results in parents being contacted.

EG: intentional school damage; graffiti; ongoing bullying; stealing

If necessary a meeting is arranged between the parents, classroom teacher and Principal/Assistant Principal to discuss strategies to help the child. With parental permission, arrangements may be made for the student to see the counsellor.

Lunchtime detention or community service will be organised and supervised by the Assistant Principal/Member of the Executive.



7. 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, the parents, the Assistant Principal and/or the Principal.



8. In-school suspension

- If the above consequences do not cause the student to change their behaviour then there will 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.
- It will take place during school hours, with the student remaining off the playground at recess and lunchtime.
- 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.



9. Out of school **Suspension**

A student is required to leave a school for a specified period of time and that the student's return is subject to specified conditions.

The Principal may suspend a student when satisfied that such action is warranted, if a student:

- demonstrates consistent and wilful 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.

- 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.

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 telephones the office for the Assistant Principal/Principal. If a violent episode should occur on the playground, move the other students away and send for help. Do not chase the student.

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.

PASTORAL CARE POLICY

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

Hence, 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*
- SRC reps from Year Two
- Whole school celebrations like *St Patrick's Day*

Structures For Communication With Parents

- Weekly newsletter
- Formal interview
- Written report
- Parent helpers
- Reports of school activities at Community Council meetings
- Buddy Parent for Kindergarten parents
- Parish Bulletin and *Catholic Voice*
- School counsellor from *CatholicCare*

Student Involvement and Leadership

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

Acknowledgement and Affirmation for Students

- acknowledgement from in class structures
- 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

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

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

ANTI-BULLYING 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 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 reoccurrence 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	
Implemented	2014	
Review Date	2016, 2018, 2020	
Policy Authorisation: Principal or Executive Representative		