

Holy Family Catholic Primary School Lindfield



Pastoral Care Policy

Our Aim:-

It is the responsibility of the community to provide a comfortable and secure environment where individuals feel safe, valued and respected.

At Holy Family we aim to develop the whole person in an atmosphere where Christian attitudes and values are nurtured, the rights of all individuals are protected and respected, and children are encouraged to take responsibility for their own behaviour.

Integral to our policy is a commitment to consistent and fair practices that are positive, professional and ethical.

Pastoral Care...

...has as its focus the life of Jesus Christ.

I have come that you may have life and have it to the full.

(John 10:10)

The Catholic worldview perceives Jesus as God's Son, who saved us through his life, death and resurrection, and through whom we enter into the life of God.

... is concerned with the dignity and integral growth of the person.

God created humankind in God's image.

(Genesis 1:27)

The Catholic worldview perceives each human being as a unique person created in the image of God, having an inalienable dignity that is always to be respected.

... is a responsibility entrusted to all members of the faith community.

All members may be concerned for one another. If one member suffers, all members suffer: if one member is honoured, all members share this joy. You then are the body of Christ.

(1 Corinthians 12:25-27)

The Catholic worldview perceives an imperative to proclaim to others the love we receive from Jesus, by loving them as Jesus loves us.

... is a force for healing, reconciliation and liberation.

I shall look for the lost one, bring back the stray, bandage the wounded and make the weak strong. I shall be a true shepherd to them.

(Ezekiel 34:16)

The Catholic worldview perceives the action of the Spirit in the world, inviting and empowering all people to respond to the divine love.

... is an expression of and commitment to justice.

He has sent me to bring good news to the poor, to proclaim liberty to captives and to the blind new sight, and set the downtrodden free.

(Luke 4: 18)

The Catholic worldview perceives an obligation to work to create social conditions in which the unique dignity of each person is respected and all human rights protected.

We Believe:-

- As a Christian community we have the responsibility to provide a nurturing school environment
- Parents are the primary educators and share a joint responsibility with teachers in the development of behaviour management practices
- An effective behaviour management program needs rules and routines to ensure that the rights of individuals are protected, encouraging individuals to show responsible and appropriate behaviour
- All people, including children have the right to be treated with dignity and respect
- Our school community consists of unique individuals with differing needs, who behave and respond in a variety of ways
- The behaviour of children is influenced by internal and external factors which contribute significantly to the way they interact with and respond to others
- In our diverse and ever changing society children need to develop skills that will equip them to interact positively and learn effectively
- Children need to be taught social skills that equip them with the ability to adapt and interact with many different contexts and situations
- It is essential that all members of our school community are actively supportive and consistent in their approach to whole school behaviour management
- Parental contributions should be valued and respected
- Teachers have the right to teach and children have the right to learn

Therefore we will:-

- Value and treat individuals with respect, regardless of race, gender, ability, cultural background and economic circumstances depending on their age and stage of development
- Develop and consistently implement rules and routines which acknowledge the rights and responsibilities of ALL
- Provide fair and consistent routines which will encourage children to take responsibility for their own behaviour
- Provide positive models of behaviour, using effective and appropriate strategies to solve conflict
- Continue to investigate, identify and implement a variety of behaviour management strategies and techniques which cater for the specific needs of individuals within the school community
- Develop and implement strategies that encourage and celebrate the positive, unique qualities of all
- Build positive and mutually respectful relationships between parents and teachers through channels of open communication
- Ensure that opportunities are provided for parents to develop their knowledge and skills in behaviour management
- Ensure that we provide duty of care to our students

**No form of Corporal Punishment is permitted at
Holy Family Catholic Primary School**



School Rules

School Expectations	Therefore we will:
➤ We are here to learn	- Follow class rules
➤ We must feel safe	- Always be in safe areas of the school - Always wear a hat outdoors - Play and work safely - Avoid rough play
➤ We must treat others with respect	- Follow the instructions of teachers and school helpers - Speak politely and act in a positive way - Use good manners and use language that is acceptable
➤ We have a right to attend a safe, pleasant and clean school of which we can be proud	- Take care of buildings, furniture, gardens and all school property - Wear correct school uniform - Help keep everything clean and tidy - Play sport fairly - Always try our best - Look after our environment
➤ We take care of all property	- Hand in lost property - Never touch other people's property unless asked to - Take care of school equipment

The Establishment Phase

Definition

The establishment phase is at the beginning of the school year. It is a significant time when class and school rules, routines and expectations of work and behaviour are established or negotiated between the class teacher and the children.

Why have the establishment phase?

The establishment phase is important to create a positive school environment for the year. It clarifies what is expected of children both in the classroom and on the playground. Consistency throughout the school is also important so that routines, rules and consequences are the same across the school, and known by the whole school community. The establishment phase allows the children to both contribute to, and develop their understandings of why rules, routines and consequences are necessary within the school environment. It develops ownership over rules and routines, rights and responsibilities, by both teachers and children.

Procedure

Within the first few weeks:

1. *In the classroom*:- school and class rules, rights, routines and responsibilities need to be established and negotiated. Activities and discussions need to be planned to give children an understanding of and ownership of the procedures within their classroom. Consequences also need to be made explicit and applied with consistency.
2. *On the playground*:- playground and line up rules need to be made explicit and reinforced: Picking up rubbish, lining up and exiting the playground quietly, moving and playing safely, walking through the buildings quietly. Consequences for breaking playground rules also need to be made explicit and applied with consistency.
3. *Reward Systems*:- children should be introduced to and reminded of class and school reward systems, such as Colour House Points, classroom awards etc...Rules, routines, rights and responsibilities should be promoted at the whole school level. All these procedures need to be communicated to the parent community.

Throughout the year:

Teachers should:

1. Consistently apply the above procedure.
2. Program and teach a social skills program to meet the needs of the children. This will help to create a positive and friendly atmosphere in the classroom and enhance children's skills to deal with difficult situations. Social skills programs could be implemented into Health or HSIE programs.

School resources for Social Skills programs include:

"Friendly Kids, Friendly Classrooms" by H.McGrath & S. Francey.

"Stop and Think Friendship Program"

Class Rules

These are the general rule categories that teachers use when negotiating rules with children. They are applicable to both in class and out of class activities.

Talking Rule

- Covering : speaking kindly and respectfully to each other/hands up to speak.

Learning Rule

- Cooperating with others/sharing the playground/working quietly and helpfully together

Movement Rule

- Taking care when moving about or playing outside/walking around school or class areas quietly and safely/packing things away carefully

Treatment Rule

- Respecting each other and playing friendly games/using good manners/taking care of equipment and school property

Problem Solving Rule

- Talking to each other to try to work out problems in a fair manner. Seeking teacher assistance if this is not possible

Safety Rule

- Working and playing safely so as to not hurt others/using equipment safely and playing safe games/playing in safe areas in the playground

Consequences

Definition

A consequence is a result of a behaviour. It is what happens when a child displays a type of behaviour. Reasons for having consequences are to change inappropriate behaviour, or to reward appropriate behaviour.

Why have Consequences?

- To guide children towards ownership of their own behaviour.
- Routines and discipline provide children with security.
- For certainty, consistency, equality and fairness in the school.
- For children to understand that consequences are a result of their actions.
- To build a positive climate within the school from the initial stages of Kindergarten.
- For children to understand that positive behaviour is appropriate behaviour.

Classroom Procedure

Whole School Procedure

Classroom Procedure

The following is a sequence of steps that all Holy Family teachers - classroom, support, Principal and Assistant Principal may take to manage inappropriate behaviour in the classroom.

Step 1- Acknowledgement of inappropriate behaviour and rule reminder

The teacher acknowledges the inappropriate behaviour that a child is displaying and consequently reminds the child of the appropriate behaviour as stated in the class rules. For example: "James, calling out is inappropriate behaviour, could you please remember that our rule for speaking in class is... (the appropriate rule for speaking)" or/ "James that is not appropriate behaviour, what is our rule for speaking in class...?"

Step 2- Private direction- (this may be a first warning for keeping in)

The teacher gives a brief, simple and private direction to the child and then allows the child wait time to shift his/her behaviour from inappropriate to appropriate behaviour. For example: "James, you have been reminded of the class rule for speaking, you are still showing inappropriate behaviour by continually calling out, therefore I am giving you your first warning for class keeping in. Please remember the rule when you wish to speak in class please put your hand up."

This may be used twice.

Step 3 - Final warning

The teacher gives the child their final warning for continuing to display the inappropriate behaviour as identified above. The child is then 'kept in' for the first twenty five (25) minutes of lunch. A "Behaviour Improvement Form" is sent home informing the parents of the "Keeping In".

Step 4 - Individual classroom teacher and keeping in

After three (3) 'Keeping Ins' the child receives a note after meeting with the Principal to take home identifying their behaviour pattern and also informs the parent that the child will have a detention if there is a further 'Keeping In'

Step 5 - Detention

On the fourth (4th) 'Keeping In' the child is placed on a School Detention. This is a full hour of detention supervised by the Assistant Principal. A consequence chart is filled out by the child.

Classroom Behaviour Management Support Document

Strategies

The following strategies can be used by teachers to promote positive and appropriate behaviour:

1. Acknowledgement of appropriate behaviour

The teacher acknowledges the appropriate behaviour of a child who is in close proximity to the child displaying an inappropriate behaviour. The appropriate behaviour acts as a model and acknowledging it acts as a positive cue for the child who has not followed the teacher's instruction.

Situation: Anthony has not commenced his work at his desk. The teacher says to a child sitting beside Anthony ... "Thank-you for starting your work, Chloe. It is great to see you working so hard."

2. Increase physical proximity

If the child continues to show inappropriate behaviour, the teacher increases their proximity to the child.

The teacher moves closer to the child and acknowledges the appropriate behaviour of a child who is in close proximity to the child displaying an inappropriate behaviour.

3. A brief private question

The teacher uses a brief private question to clarify any misunderstanding and also focus the child onto the task.

"Can I help you to make a start, Anthony? Is there anything that you don't understand?"

4. Rule reminder

The teacher refers to the appropriate class rule. For example: "Anthony, our working rule is ... (the appropriate rule)" "Anthony, what is our rule for working?"

5. Offering a choice

The consequence of the inappropriate behaviour is stated to the child through offering a choice. If the child is still ignoring the directions of the teacher and the rule reminder, the teacher may say:

"Anthony you may choose to start work now, or you can choose to do your work away from others in a time out area."

6. Time out

The child is directed by the teacher to work away from others to 'cool off'. If the child has chosen not to respond to the previous positive directions given by the teacher, the teacher may direct the child to time out.

Whole School Procedure

Criteria for School Detention

- Violent physical behaviour to persons or property
- Bullying i.e. physical, emotional and verbal
- Defiant behaviour
- Behaviour that is beyond reasoning
- Deliberate and persistent breaking of rules

Procedure for placing a child on School Detention

1. If a teacher believes a child has broken one of the school rules, and their behaviour warrants a detention, the teacher notifies the Assistant Principal or Principal, describing the incident. The AP or Principal will then make the decision after meeting with the child on whether the child will be placed on detention or not. Detention occurs each Thursday at lunch.
2. AP or Principal notifies the child's class teacher that the child has been placed on detention.
3. The parent is notified through a note from the class teacher or duty teacher.
4. The class teacher needs to remind the child on the Thursday that they are on detention. The child is to meet outside the AP's classroom at 12:30 with their lunch.
5. During the detention the children will complete a *Consequence Chart*.
6. The child's name is then recorded on a proforma and the consequence sheet is filed.
7. If a child's name is recorded three times then a meeting with the parents is arranged and the child will miss out on privileges like excursions. If the AP or Principal are unavailable for any reason, the REC or another spare teacher may be asked to supervise detention.

School Based Rewards

Teachers award points to the colour houses as a positive reward. The points can be rewarded both in the classroom and on the playground. A record is kept in the classroom and on alternate Fridays the Colour House Captains collect the points and tally the winning house from each class. The points given are:-

1 st	3 points
2 nd	2 points
3 rd	1 points

At Assembly each fortnight the House Captains give a small report. During the second last week of each term, the teachers negotiate the reward for the winning Colour House. The reward will usually take place in the final week of the school term. Examples include:

- visit to an oval for the afternoon with an ice cream

The remaining children participate in a regular afternoon program.

Major Disciplinary Sanctions

1. Major disciplinary sanctions are last resort actions which are only invoked with due process in the event of serious breaches of school discipline policy. These sanctions are not to be confused with routine disciplinary sanctions such as 'time-out' from class.
2. A serious breach is understood generally as activities or behaviours of a student which:
 - consistently and deliberately fail to comply with the reasonable directions of the Principal or teacher; or
 - are offensive, or dangerous, to the physical or emotional health of any student or staff member (eg, illicit possession and use of drugs, illicit use of prohibited weapons); or
 - consistently and deliberately interfere with the educational opportunities and endeavours of other students.
3. The policy operates within a context of justice, compassion, reconciliation and forgiveness. It is intended to promote the dignity and responsibility of each person while ensuring the respect for the rights of all students and staff.
4. Thorough investigation must always precede any action. Parents always must be actively involved in the process unless the circumstances require urgent intervention. Counselling of a student may be offered.
5. The safety, protection and pastoral care of all students requires that the school clearly explains serious breaches of student conduct and reinforces student awareness of them on a regular basis.
6. Before major sanctions are implemented, the school usually adopts a graduated process of other disciplinary measures, and has had ongoing discussions with the student and parent/guardian. This may involve the issuing of formal written warning of pending exercise of major sanctions.
7. The following major sanctions are to be applied consistently across the diocesan school system:
 - ~ *suspension*
the temporary withdrawal of a student's rights to attendance at school
 - ~ *suspension pending negotiated transfer*
 - ~ *negotiated transfer*
a change of school either to another Catholic school or to a school in another sector in the best interests of the student concerned

~ *expulsion*

total withdrawal of a student's right of attendance at the school; it involves the termination of the contract entered into by the school and by the parents at enrolment.

8. The responsibility for the implementation of the policy rests with the Principal except for the determination of expulsion, which rests with the Director of Schools
9. In every instance of serious breach, the Principal is primarily responsible for *procedural fairness* and appropriate support of student and family members before consideration of suspension, negotiated transfer or expulsion. The Principal shall confer with the Assistant Principal, school executive, parish priest/priest in charge, as the nature of the case demands and, in every instance with the Schools Consultant, before implementation of particular major sanctions.
10. In the event that the Principal after consultation with the Parish Priest/Priest in charge and the Schools Consultant recommends expulsion to the Director, the Director of Schools shall refer the matter to an advisory panel. This panel shall review the recommendation and *procedural fairness* and may seek further information from the Principal, student or parents.

After consideration of the report of this panel, the Director shall make a determination.

Playground Behaviour Management Support Document

Strategies

The following are strategies and consequences that can be used by teachers to promote positive and appropriate behaviour on the playground, and to also reinforce playground rules.

1. Rule Reminder

The teacher refers to the appropriate rule.

2. Time Out

The child is directed by the teacher to move away from others to 'cool off' or 'think about the playground rules'. If the child has chosen not to respond to the previous rule reminders given by the teacher, the teacher may direct the child to an appropriate time out area - sitting down underneath the undercroft for example.

3. Suspended Play Time

If a child *consistently* plays roughly or for another reason, the teacher may choose to suspend their playing time for a short period. This may be done by sending the child to sit in a shaded area away from friends or by asking the child to follow them around as they do playground duty. This will give the child time to think of the rule that they have broken, as well as to consider ways in which to follow playground rules when playing.

POLICY REVIEW

The Pastoral Care Policy is to be reviewed periodically and not less frequently than once every three years from the date of implementation of policy.

EVALUATION

Policy Date: September 2006

Formulated by: All staff and School Board

To be Reviewed: End of 2009

Operational Signed _____
Principal

Dated _____