St Patrick’s Parish School Gundagai
Pastoral Care Policy

Related Policies
Child Protection
Expulsion
Legal Responsibilities and Authority
Restraint of Student
Supervision
Discipline
Suspension of Students
Child Protection Code of Professional Standards for Catholic Schools and System Staffs

We acknowledge those adaptions of CEO Policies that are incorporated in this policy. www.ceog.catholic.edu.au/policies

Purpose
This policy outlines the principles and procedures for staff/parents/students for the wellbeing and those underpinning principles that promote school wide positive behaviours. The policy is based on the underlying belief that children educated in an environment based on Gospel values will be nurtured to respond to others in a caring and positive manner.

‘My children, our love should not be just love and talk, but it must be true love in action’
(1 John 3:18)

Definitions
Pastoral Care
Pastoral Care is the integration of academic, social and religious dimensions of a school’s energy so that an atmosphere of care prevails within the school community. Each person of the school community – administrators, parents, students and teachers, support staff – is invited to become more fully human. Pastoral care is developing empathetic relationships so that the people in the school community are nurtured into wholesome maturity. Pastoral care is an expression of the philosophy and vision of the school.”

Positive Behaviour
Positive behaviour is behaviour that generates goodness, forgiveness, ownership and truth in a person’s actions.

Rules
Rules are compulsory principles governing action.

Relationships
Actions that can be classified under the following are customarily called positive: showing interest, agreeing, making constructive comments, approving, showing empathy, co-operating, praising, understanding and forgiving.

Routines
Routines are those regular classroom and school activities and sequence of events that happen daily and weekly.
Values
The word value means ‘worth, desirability, utility’ (Concise Oxford Dictionary). The Catholic school seeks to immerse students in a range of values based experiences and to explicitly teach students about those principles which have worth. These principles are drawn from the wisdom of human experience, from the Catholic tradition and from Australian 21\textsuperscript{st} Century society.

Bullying
Bullying is the activity of \textit{repeated}, behaviour intended to hurt another person, physically or mentally.

Consequence
A consequence is a result, or outcome of an earlier occurring event.

Policy
In consideration of the pastoral care of all students the policy reflects values that promote a positive outlook and enables teachers to … “stress the dignity of the human person and promote such values as compassion, inclusivity, tolerance, justice and reconciliation.” (Treasures New & Old Core Document 2000 p37)

Core Principle Underpinning Pastoral Care at St Patricks

\textbf{EVERY ONE IN OUR SCHOOL HAS A RIGHT TO BE SAFE, TO BE HAPPY, TO LEARN, TO TEACH}

\textit{‘Pay all that is due to them…Respect to whom respect is due, honour to whom honour is due. Love your neighbour as yourself.’}  
\textit{(Romans 13: 7,8)}

SCHOOL RULES
The school rules, a set of universal expectations for behaviour positively stated, are established for all students in all locations of the school. These expectations promote core Christian values.

\textbf{Our School Rules are:}

\begin{itemize}
  \item Be safe
  \item Be respectful
  \item Be responsible
\end{itemize}

These school rules are broken down into an Expectation Matrix \textit{(see p 4)}. Expectations are the behaviours teachers see when a student is following the rules.

Social skills, circle stories, role plays and visuals of expectations are discussed and taught explicitly to support students’ knowledge and understandings of the rules. Teachers remind
students of the rules and associated expectations as necessary at morning assemblies, the beginning of recess, and the beginning of lunch and during class activity. Rules and expectations are also revisited at the point in time where there is a breach.

The following time table is a guide for teachers to revisit rules as part of the termly routine.

**Yearly Time line for revisiting Rules and Expectations**

| Beginning of school year | Beginning of Term 2 | Beginning of Term 3 | Beginning of Term 4 |

**EXPECTATIONS**

The School Wide Expectations Matrix outlines behavioural expectations in all school settings. A school rule is breached if an expectation is not met.

These expectations are frequently communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers
- Alignment to Religious Education Curriculum and PDHPE curriculum
- Reinforcement of acceptable social skills/behaviours by staff during classroom and non-classroom activities and at school assemblies
- Alignment to Values Program and Social Skill sets in each class
<table>
<thead>
<tr>
<th>BE RESPECTFUL</th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>TOILETS</th>
<th>BUS LINES/BIKES/SCOOTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Use equipment with care</td>
<td>- Enter and exit room in an orderly manner</td>
<td>- Participate using good sportsmanship in school approved games</td>
<td>- Rails are for hands</td>
<td>- Use own bike/scooter</td>
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<tr>
<td></td>
<td>- Keep hands and feet to yourself</td>
<td>- Produce and value quality work</td>
<td>- Play fairly – take turns, invite others to join in and follow rules</td>
<td>- Walk one step at a time</td>
<td>- Walk bike/scooter to the gate</td>
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<td></td>
<td>- Be polite to all people</td>
<td>- Arrive on time to class</td>
<td>- Participate and share using toys and sports equipment (Cars/trucks etc. and sports equipment are provided)</td>
<td>- Carry items</td>
<td>- Wait inside the gate until the bus stops</td>
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<tr>
<td></td>
<td>- Be trustworthy</td>
<td>- Be an active listener</td>
<td>- Balls to be used within school oval boundaries</td>
<td>- Keep passage ways clear at all times</td>
<td></td>
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<tr>
<td></td>
<td>- Be truthful</td>
<td>- Follow teacher instruction</td>
<td>- Move in an orderly manner when moving from place to place</td>
<td>- Use toilets for personal hygiene purposes</td>
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<td></td>
<td>- Have a positive attitude</td>
<td>- Follow classroom rules that are collaboratively established each year</td>
<td>- Be at bus lines promptly</td>
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<td></td>
<td>- Understand and show empathy for the feelings of others</td>
<td>- Be cooperative during group work</td>
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<tr>
<td></td>
<td>- Be inclusive in attitude and behaviour</td>
<td>- Keep work space tidy</td>
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<tr>
<td></td>
<td>- Use polite language. Name calling, put downs and swearing is unacceptable</td>
<td>- Be honest</td>
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</table>

<table>
<thead>
<tr>
<th>BE RESPONSIBLE</th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>TOILETS</th>
<th>BUS LINES/BIKES/SCOOTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Ask permission to leave the classroom</td>
<td>- Be prepared and organised</td>
<td>- Be a problem solver and make good choices</td>
<td>- Respect your own and the privacy of others</td>
<td>- Use own bike/scooter</td>
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<tr>
<td></td>
<td>- Be on time</td>
<td>- Complete set tasks</td>
<td>- Return equipment to appropriate place (e.g. Sports shed, school bags etc.)</td>
<td>-</td>
<td>- Walk bike/scooter to the gate</td>
</tr>
<tr>
<td></td>
<td>- Be in the right place at the right time</td>
<td>- Take an active role in classroom activities</td>
<td>- Balls to be used within school oval boundaries</td>
<td>-</td>
<td>- Wait inside the gate until the bus stops</td>
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<tr>
<td></td>
<td>- Follow instructions straight away</td>
<td>- Be cooperative during group work</td>
<td>-</td>
<td>-</td>
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<tr>
<td></td>
<td>- Always ask permission of a teacher to leave a designated area for a reasonable purpose</td>
<td>- Keep work space tidy</td>
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<tr>
<td>BE SAFE</td>
<td>Raise your hand to speak and wait for acknowledgement</td>
<td>Wear shoes and socks at all times</td>
<td>Walk quietly and orderly so that others are not disturbed</td>
<td>Wash hands</td>
<td>Walk</td>
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<tr>
<td>Respect others’ personal space and property</td>
<td>Raise your hand to speak and wait for acknowledgement</td>
<td>Care for the environment</td>
<td>Have hat, can play (sun safe)</td>
<td></td>
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<tr>
<td>Care for equipment</td>
<td>Raise your hand to speak and wait for acknowledgement</td>
<td>Have hat, can play (sun safe)</td>
<td>Have hat, can play</td>
<td></td>
<td></td>
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<tr>
<td>Clean up after yourself</td>
<td>Raise your hand to speak and wait for acknowledgement</td>
<td>Have hat, can play (sun safe)</td>
<td>Have hat, can play</td>
<td></td>
<td></td>
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<tr>
<td>Wait your turn</td>
<td>Raise your hand to speak and wait for acknowledgement</td>
<td>Have hat, can play (sun safe)</td>
<td>Have hat, can play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never leave school grounds without permission of a teacher</td>
<td>Raise your hand to speak and wait for acknowledgement</td>
<td>Have hat, can play (sun safe)</td>
<td>Have hat, can play</td>
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<td></td>
<td>Raise your hand to speak and wait for acknowledgement</td>
<td>Have hat, can play (sun safe)</td>
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<td>Raise your hand to speak and wait for acknowledgement</td>
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<td>Raise your hand to speak and wait for acknowledgement</td>
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<td>Raise your hand to speak and wait for acknowledgement</td>
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<td>Raise your hand to speak and wait for acknowledgement</td>
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</tbody>
</table>
School approved games for the playground include:

<table>
<thead>
<tr>
<th>Hand ball</th>
<th>Wall ball</th>
<th>Skipping</th>
<th>Netball</th>
<th>Football games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marbles</td>
<td>Elastics game</td>
<td>Tag</td>
<td>Basket ball</td>
<td>Poison Ball</td>
</tr>
<tr>
<td>Other:</td>
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</tbody>
</table>

**SCHOOL VALUES**

Our Pastoral Care Policy focuses on positive behaviour support. It is based on the premise that all students can benefit from well implemented, evidence based practices for encouraging and improving student behaviour.

The St Patrick’s Values Focus (introduced in Term Two 2012) supports and encourages the development of Christian values in the school environment. The Values program seeks to immerse students in a range of values based experiences, and to explicitly teach students about those principles which have worth.

Each year students learn about the following values and those enabling social skills and strategies from a Christian perspective. Each value is explicitly taught for three weeks throughout the year. Year Six students plan and participate in a role play at every Friday afternoon assembly. This activity enhances further student understandings of the weekly value.

<table>
<thead>
<tr>
<th>Respect</th>
<th>Care and Compassion</th>
<th>Forgiveness</th>
<th>Freedom and Responsibility</th>
<th>Acceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honesty and Integrity</td>
<td>Thanksgiving</td>
<td>Understanding Tolerance and Inclusion</td>
<td>Care for the Environment</td>
<td>Fair Go</td>
</tr>
<tr>
<td>Doing Your Best</td>
<td>Friendliness</td>
<td>Cooperation</td>
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</tbody>
</table>

**RESPONSIBILITIES**

**Responsibilities of Staff**

*‘I am the good shepherd’*  
*(John 10:11)*

Pastoral care is based on the premise that teachers:

- Model Christian values in their interactions with others
- Promote Christian values
- Develop positive relationships by encouraging positive behaviour and support students to realise self-worth in partnership with parents
• Create an environment of courtesy and self-respect towards others

• Encourage students to:
  • Develop good manners, the virtues of obedience and dignity in behaviour, and socially acceptable behaviour
  • Value their own freedom of choice, recognise the consequences of their actions and to be aware of the rights of others

• Ensure that students are familiar with and understand what the core principle underpinning school rules means. This needs to be communicated at the beginning of each school term and when incidents occur

• In conjunction with students write and display class rules each year. These are written in a positive voice. Teachers display rules in classrooms. Teachers display playground rules in all play areas

• Use school wide reward system that is in place for acknowledging good behaviours that are mentioned in the expectations matrix (see p 9)

• Use the consequences system that is in place when minor or major problem behaviour has been displayed by students (see p 14)

• Are consistent in following the procedures outlined in this document as a whole school staff

Teachers are responsible for playground duty before school, recess and lunchtime, and at the bus departure point (See Supervision Policy for school timetable). The rostered teacher on duty is responsible for the welfare, pastoral care and discipline in the playground. Teachers must move around the playground area to prevent and stop any unsafe/unacceptable behaviour.

To support school wide positivity, staff provides a positive behaviour framework that includes the four R’s:

**Rules** that align to positive behaviour expectation

**Rewards** to acknowledge positive student behaviour

**Routines** to support effective teaching and learning in classrooms and; to support outside positive behaviour measures that prevent inappropriate social behaviours. E.g. social skills, values, circle time

**Right Relationships** that build upon positive attitudes towards others that is inclusive in nature with a safe nurturing environment. This includes whole school common practices to reinforce important social skills. This is achieved through the communication of:

1. Student choices
2. Setting reasonable boundaries
3. Teaching ‘I’ messages to help students build resilience when dealing directly with situations that cause them hurt
4. Using visuals in the classrooms/ outside – social skills, expectations, class rules and;
5. The positive and negative consequences that follow.
Responsibilities of Students

‘In everything do to others as you would have them do to you.’
(Matthew 7:12)

In developing a safe and supportive learning environment students at St Patrick’s have the following responsibilities to:

- Ensure all speech and behaviour displays a Christian attitude towards others
- Familiarise and understand what the core principle underpinning school rules means
- Familiarise and understand the three basic school rules
- Help formulate, familiarise, understand and abide by classroom rules
- Show care and respect towards teachers, fellow students, and school property
- Understand and know the reward system for displaying positive Christian behaviour
- Understand and know that all unacceptable behaviour shown in the Minor/Major Behaviour Matrix has consequences attached and will be addressed by teachers, executive members, the Principal and parents, by implementing the Consequence Procedures for breaches in behaviour (see p 14).

Responsibilities of Parents and Families

‘You are the body of Christ. There are many members but the one body.’
(1 Corinthians 12:12 – 14)

In developing a safe and supportive learning environment parents at St. Patrick’s have the following responsibilities to:

- Work in partnership with the school to guide their children’s faith development through modelling gospel values and Christian attitudes
- Work in partnership with the school to guide, model and nurture the basic values of respect, politeness and good manners in their children
- Be aware that St Patrick’s Pastoral Care Policy has adopted Section 5.7.2 of the Registrations System and Member Non-Government Schools (NSW) Manual in stating that St Patrick’s approach to discipline… “does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school”
- Be supportive of the School Pastoral Care Policy
- Be supportive of the school in language and action
- Promote the school positively in the community
- Address all suggestions/problems to the Principal, in writing. The Principal is to consult where appropriate with the School Community Council.
PROCEDURES

‘The person of each individual human being…is at the heart of Christ’s teaching: This is why the promotion of the human person is the goal of the Catholic school.’
(Pope John Paul II, Coming of the 3rd Millennium)

The following procedures are for both reward for positive behaviour and consequences for minor and major breaches of behaviour.

REWARDS AND ACKNOWLEDGEMENTS FOR POSITIVE BEHAVIOUR

‘My children, our love should not be just love and talk, but it must be true love in action’
(1 John 3:18)

As a school wide strategy, positive behaviour needs to be named, encouraged, modelled and rewarded. This ensures that all students receive positive acknowledgement for demonstrating right behaviours (see p 4).

The St Patrick’s school rewards system includes positive teacher acknowledgement. Forms of acknowledgement include verbal, visual and written acknowledgments.

School Wide Positive Acknowledgment System
The school wide positive acknowledgement diagram is set out in four quadrants.

The blue quadrant describes positive reinforcement across all areas of daily school life from all staff.

The green quadrant describes ‘Gotcha Moments’ in the classroom and on the playground for doing the right thing (making positive choices) and following the school rules. Each student will have a ring provided to keep their ‘Gotcha Moment’ tokens when received. Students are responsible for looking after their tokens.

‘Gotcha Moment’ Tokens are kept:
- In a bum bag that is carried by the duty teacher each playground/outside sessions of the day
- In classroom teacher’s drawer files
- In the Library

The light green quadrant describes Teacher Awards (Wild Cat Awards). Wild Cat Merit Awards (See appendix 7) are kept in Behaviour Box for distribution in the Teacher’s Resource room in the Behaviour Systems tray.

The orange quadrant describes Class Reward system.
School Wide Positive Acknowledgment System

To earn a Wild Cat Merit Award, a student must cash in 5 'Gotcha' tokens of the same colour to the class teacher.

- Students being caught for being safe receive an orange 'Gotcha' token
- Students being caught for responsible behaviour receive a green 'Gotcha' token
- Students being caught for respectful behaviour receive a purple 'Gotcha' token

'Wild Cat' Merit Awards will be handed out at the next school assembly by the Principal and have their name noted in the next school newsletter.

After receiving this award, students can claim a prize from the prize box and signed off by the class teacher.

All 'Wild Cat' Awards remain in the classroom and go towards a whole class reward.

- Each merit award is hung from the ceiling on a chain. Once the chain of 'Wild Cat' Awards reaches the floor, the whole class is rewarded.
- E.g., Movie afternoon, games afternoon, or other reasonably approved activity by the Principal.
- Once the class reward has been received, individual awards may be taken home. The reward chain begins again.

Simple verbal acknowledgements and encouragement (e.g., "Thanks.", "I saw that.", "You did it!")
- Thumbs up
- Pat on back, high five
- Use student's name
- Eye contact
- Smile
- Individualised greetings

Teacher Attention

Visual

To earn a 'Wild Cat' merit, class reward.

Whole Class

Class Reward

Wild Cat Merit Awards
CONSEQUENCES FOR PROBLEM BEHAVIOURS

Children need to be guided to work towards a ‘win-win’ situation without feeling threatened but rather challenged and empowered to respond positively. When a child’s behaviour needs adjustment the following procedures will be implemented. The following behaviours are evidence that the school rules have been broken (breached). Consequences will be incurred.

'It is our choices… that show what we truly are, far more than our abilities.’
Albus Dumbledore in J.K. Rowling’s *Harry Potter And The Chamber of Secrets*, 1999

The following table shows major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Minor and Major Problem Behaviour Matrix</th>
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<tbody>
<tr>
<td>Area</td>
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<tr>
<td>Movement around school</td>
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<td>Play</td>
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<td>Physical contact</td>
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<td>Correct Attire</td>
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<tr>
<td>Other</td>
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<tr>
<td>Class tasks</td>
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<td>Being in the right place</td>
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<td>Follow instructions</td>
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<tr>
<td>Accept outcomes for</td>
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<tr>
<td>behaviour</td>
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<tr>
<td>Rubbish</td>
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<tr>
<td>Electronic Devices</td>
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<td>--------------------</td>
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<tr>
<td>Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
</tr>
<tr>
<td>Personal thumb drives used at school without express permission of a teacher</td>
</tr>
<tr>
<td>Use of a mobile phone, iPad in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
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<tr>
<td>Offensive language (this includes hurtful comments, swearing,</td>
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<tr>
<td>Continuous put downs - i.e. name calling, teasing and jokes and innuendo</td>
</tr>
<tr>
<td>Aggressive language (back chatting staff/adults)</td>
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<tr>
<td>Verbal abuse / directed profanity</td>
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</tbody>
</table>

**Teachers Role**

When there is a breach of a school/classroom rule the teacher:
- Will ask the child to verbalise for themselves the correct school rule or the acceptable behaviour.
- Establish whether the child was breaking a school rule or was exhibiting unacceptable behaviour and deal with the situation promptly.
- Be fair and consistent. Staff must be sure not to chastise students by using derogatory or sarcastic comments.
- Ensures that if there is more than one child involved in an incident that the teacher speaks to one child at a time. Children are to sit in view of the teacher whilst awaiting their turn to be heard.
- Follow consequence steps (p 14) if minor/major behaviour breaches have been established (see Consequence Map p 14)
- Ensure that the student/s fill out an incident report - **Hassle Log** (Appendix 1) for Major Behaviour breaches and be questioned again after data has been collected by the teacher to ascertain next consequence steps.

**Please Note**

In accordance with the **N.S.W Child Protection Amendment Act, 2003** a teacher may act in a “reasonable” (i.e. in accordance with reason, not absurd, logical) manner for the purposes of discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children. Such teacher behaviour must be in accordance with the code of conduct as set out in this Pastoral Care Policy which incorporates Welfare and Discipline.
Leadership Team’s Role

At the end of each week the Principal will collect Purple and Blue Behaviour books. If a pattern of repeated problem behaviour emerges a school team meeting will take place including the Principal, Assistant Principal and classroom teacher, to determine what behaviour adjustments need to be targeted.

Parents will be contacted by phone to set up a meeting to discuss the behaviour and to help devise a Behaviour Plan for the student. A Behaviour Plan is then actioned, followed, adjusted if necessary and evaluated after a designated time period (see Appendix 6).

For major problem behaviour, the matter is to be immediately dealt with by the teacher who issues the student/s with a Behaviour Slip, and refers the matter to the Principal or a member of the Leadership team. Parents contacted by phone by the teacher and consequence steps followed.

PROCEDURES FOR RECORD KEEPING

Blue Book Tracking Sheets
If a breach occurs on the playground the breach will be recorded on a tracking sheet that accompanies the Duty Teacher at all times (see Appendix 3). These sheets are kept in “THE BLUE BOOK”, located in the Staff Resource Room. This information will include:

- The child’s name
- The specific breach of behaviour
- The date
- The consequence and duration of consequence (see p 14)

Purple Book Tracking Sheets
The same procedure above is followed for classroom breaches. The class tracking sheets are placed in THE PURPLE BOOK located in each classroom and Library (see Appendix 4). The class teacher or supervising teacher is responsible for recording breaches on the tracking sheet.

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**TRACKING SHEET – STUDENT UNDERSTANDINGS**

Children know and understand that:

- ☻ The purpose of the tracking sheet and that it will begin any time they are spoken to for minor level behaviour infringements
- ☻ Breaches for breaking the rules will be recorded
- ☻ Repeated minor problem behaviours are recorded in the blue and purple books to establish any emerging patterns of behaviour and times these occur for further investigation
- ☻ After three minor problem behaviour breaches have been recorded a Behaviour Slip will be issued and parents will be notified of this by phone
- ☻ When major problem breaches occur a Behaviour Slip will be given out. Community service will be part of the consequences that follow. A behaviour plan will be actioned

**Time Outs** are given there and then for minor behaviour breaches. *This is in the form of a sit out period for 5-7 minutes in view of a teacher.* The child is asked to reflect on his/her behaviour during this time. Before returning to play or class work the student is asked what the rule is and their future intentions with respect to the school rules.
**Major Problem Behaviour Procedures (see p 15)**

Behaviour Slips are given out for *Major Problem* behaviour breaches. All Behaviour Slips will be kept in the Principal's office *(see Appendix 2)*. Parents will be notified and a meeting called to discuss the breach and a behaviour plan is put in place for the student. If the Behaviour Plan needs further adjustments parents will be included in those discussions. A Behaviour Slip record will also be marked in the Blue/Purple behaviour books for tracking purposes.

**Four major problem breaches will result in a student’s nonattendance at the next excursion or sporting event.**

In the case of extreme behaviour breaches (including violence) the Principal may ultimately decide that in extreme discipline cases that a student cannot participate on an excursion or representative event including sport as a student’s behaviour is unpredictable and unsafe. In the case of an incident of extreme violence or noncompliance the option of suspension for two/three days or expulsion will be considered in line with CEO Policy guidelines.

**PROCEDURE FOR BEHAVIOUR PLAN IMPLEMENTATION**

A Behaviour Intervention Plan is to be implemented. This plan must focus on positive incentives for more positive behavioural outcomes. The Principal together with the classroom teacher, parents and other identified staff will devise a plan to meet the student’s needs. This plan is followed and adjusted as required. The plan is to be noted in the student’s file *(see appendix 6)*.
Observe problem behaviour

Is the behaviour major?

No

Ensure safety of all children and self

Record incident recorded on tracking sheet

Reflection sheet is filled in and child/children interviewed including witnesses

Reflection sheet (Hassle Log) is given to executive member

Major Behaviour Slip is sent home including a phone call to parents

Consequences decided and followed through by executive member

Executive member to problem solve with student

Yes

Find a place to talk

Physical time out (sit out) at time of incident in weather shed or in teacher’s clear view

Record behaviour on tracking sheet

After Time Out, provide choices—“You can or you can…” Put it back on the student “So, what’s the plan?”

Did child comply?

No

If child still does not comply—a pattern is seen emerging in tracking sheets…

Major Behaviour Slip is given to student, parents phoned; executive member to follow up with consequences and Individual Behaviour Plan written and acted upon.

Yes

Provide acknowledgement to student for demonstrating correct behaviour

Problem Behaviour Consequence Sequences
The Pastoral Care Policy has been evaluated in 2012 with the help of RE CEO curriculum staff. The Policy will be given to parents for comment. These comments will be discussed by the staff. The staff will evaluate this Policy on an ongoing basis according to the CEO guidelines.

REFERENCES
The following documents have been taken into account in developing this Policy

1. **Archdiocesan Policies:**
   - Discipline Policy
   - Child Protection Policy
   - Exclusion and Expulsion Policy
   - Legal Responsibilities and Authority
   - Restraint of Students Policy
   - Suspension of Students Policy

2. **Treasures New and Old Archdiocese of Canberra and Goulburn, Religious,** Education Curriculum Syllabus and Policy, 2000

3. **National Safe School Framework Policy**

4. **Bullying in Schools (The Hidden Curriculum)** Greg Griffiths Hawker Brownlow Education, 2003 Cheltenham, Victoria


6. **Child Protection Legislation** Amendment Act, 2003

7. **Ombudsman Amendment (Child Protection and Community Services) Act, 1998.**

8. **Australian Government Quality Teaching Programme**—“Impact responsibility, redress: Using restorative justice to manage behaviour”

9. **Setting Limits in Schools: Successful Implementation of a School-Wide Behaviour Support Plan**

10. “**The Quality School – Managing Students without Coercion**” William Glasser, MD
    **Publisher:** HarperCollins Publishers


12. **QLD Department of Education Pastoral Care Initiative**
Appendix 1

Hassle Log

Name: …………………………………….. Date: …………………….. am / pm

1. Where were you? (Circle where the trouble happened.)

- classroom
- oval
- turf
- black top
- play equipment
- sand pits
- school bus
- library
- hall
- transition spaces – e.g. school to hall or church or local excursions
- excursions/carnivals
- other

2. What happened? (Circle what happened.)

- somebody teased me
- somebody called me a name
- swearing
- There was:
  - fighting
  - kicking
  - teasing/name calling
- somebody told me to do something
- somebody took something of mine
- other

3. Why did you think it happened?

……………………………………………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………………………………………

4. Who was that someone/people?

……………………………………………………………………………………………………………………………………………………………………
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Appendix 1 cont.

Hassle Log

5. How did you feel? (Circle how you felt.)

- embarrassed
- guilty
- happy
- upset
- angry
- ashamed
- happy
- surprised
- upset
- hurt
- jealous
- sad
- other

6. How strongly did you feel this (emotion)? (Circle how strongly you felt.)

- not so much
- a little
- a lot
- a whole lot
- too much

7. What did you do? or How did you act?

- hit/pushed/kicked/tripped
- ran away
- yelled
- swore
- took something
- told an adult
- walked away calmly
- talked it out
- called other/s names
- made fun of someone
- broke something
- ignored the person
- told my friend about it
- teased
- other

Who else was affected? ........................................................................................................................................

8. How did you handle yourself?

- poorly
- okay
- well
- very well
- extremely well

What would you do next time?
................................................................................................................................................................
................................................................................................................................................................

9. What needs to happen to make things right?
................................................................................................................................................................
................................................................................................................................................................
10. How are you going to do that?

……………………………………………………………………………………………………..

Signed:

Print name here …………………………………………

Teacher’s comments that are relevant

……………………………………………………………………………………………………..

……………………………………………………………………………………………………..

……………………………………………………………………………………………………..

Witnesses:

……………………………………………………………………………………………………..

……………………………………………………………………………………………………..

Teacher’s Signature:                                  Date ……………………

Next Steps:
1. 
2. 
3. 
4.

File this Hassle Log in Principal’s Office
St Patrick’s Primary School
Gundagai
Major Behaviour Slip

…………………………………….. has broken the following school rule/s:

Student name

Be Safe    Be Respectful    Be Responsible

He / She has (use language in the Minor/Major Behaviour Matrix)

………………………………………………………………………………………………………………………………………………………………………………

This is a major behaviour breach. This is the 1st 2nd 3rd 4th time ________________ has had a Behaviour Slip.

This breach has been entered into the Blue/Purple Behaviour Book for breaking the school rules. The behaviour has been reflected upon and consequences have been discussed with your child. If there is a fourth major breach ________________ will not attend the next school privilege that follows.

Teacher:………………………………… Date: …………….. Principal informed: Yes/No

Parents have been contacted by phone: Yes / Left a message to contact the school.

Parent/s Carer to sign and return to school: ………………………………… Date: ………

This record will be kept in the Principal’s Office and will also be marked in the Blue/Purple behaviour books.
St Patrick’s Primary School Gundagai

Tracking Sheet NON Classroom (Blue Book)  

Term ___ 20____

Procedure: Tracking sheet goes out with supervising teacher on duty at recess and lunch periods. Duty teacher records incident breach and student/s name/s and class. Duty Teacher is to initial each incident. **Mark: MB** for major problem behaviour breach. **Mark HL** for Hassle Log given out. **Mark BS** for Behaviour Slip issued. **Mark: MI** for minor problem behaviour breach. **Mark TO** (sit out time) when given.

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<thead>
<tr>
<th>Week</th>
<th>Before School</th>
<th>Recess Break</th>
<th>Lunch Break</th>
<th>After school &amp; Bus lines Excursions</th>
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Appendix 4

St Patrick’s Primary School Gundagai
Classroom and Library Tracking Sheet (Purple Book)

These sheets are kept in a Purple Book located in every classroom and the Library. The Purple book must accompany the class to the Library. The behaviours that are noted are directly linked with Expectations and Problem Behaviour Table.

Procedure: Write the incident and name of student/s. The teacher is to initial. Mark: MB for major problem behaviour breach. Mark: HL for student reflection sheet given out. Mark: BS for Behaviour Slip to be issued. Mark: MI for minor problem behaviour breach. Mark: TO (sit out time) when given

Class ____________________________          Teacher _________________________________

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<th>Week _</th>
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| Session 2
11:30 am – 1:00 pm | | | | | |
| Session 3
2:00pm – 3:15pm | | | | | |
## Appendix 5
### The Principal and Executive Weekly Tracking Sheet

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Home/School Behaviour Plan

The school and parent(s) agree to support each other, work together, and create consistent expectations for ……………………………………………………………
(student’s name).

The reason we are developing this plan is because ……………………………
Has been having a problem with …………………………………………………
(name behaviour) in school.

Positive behaviours to be increased:

Behaviours to be decreased:

The school agrees to:

Parent(s) agree to:

When will this plan be explained to the student?

Next meeting date to review progress:

School staff Signature: ……………………………………………………………

Parent(s) /Guardian(s) Signatures …………………………………………………….
Wild Cat Merit Awards

Was Caught Being Respectful!

Issued by:

Date:

St Patrick's Primary School, Gundagai

Was Caught Being Respectful!

Issued by:

Date:

St Patrick's Primary School, Gundagai

Was Caught Being Respectful!

Issued by:

Date:

St Patrick's Primary School, Gundagai
Appendix 7 cont

Wild C.A.T. Merit Award

Was Caught Being Respectful!

Issued by:
Date:

St Patrick’s Primary School, Gundagai

Wild C.A.T. Merit Award

Was Caught Being Respectful!

Issued by:
Date:

St Patrick’s Primary School, Gundagai

Wild C.A.T. Merit Award

Was Caught Being Respectful!

Issued by:
Date:

St Patrick’s Primary School, Gundagai
Appendix 7 cont

Was Caught Being Safe!

Issued by:
Date:

St Patrick's Primary School, Gundagai
Appendix 7 cont

Wild C.A.T. Merit Award

Was Caught Being Safe!

Issued by:

Date:

St Patrick's Primary School, Gundagai

Wild C.A.T. Merit Award

Was Caught Being Safe!

Issued by:

Date:

St Patrick's Primary School, Gundagai

Wild C.A.T. Merit Award

Was Caught Being Safe!

Issued by:

Date:

St Patrick's Primary School, Gundagai