



St Peter's Primary School  
103 Wood Street, Inglewood

Policy:

## PASTORAL CARE, BEHAVIOUR MANAGEMENT AND EXCLUSION OF STUDENTS FOR DISCIPLINARY REASONS

Policy Area:

Date Reviewed: 2017

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## PASTORAL CARE

### Vision

Our vision is a community where students graduate from St Peter's as successful learners today, and are prepared for tomorrow with a strong faith and core values of Trust, Respect, Unity and Excellence.

### Values

T	Trust	having faith and belief in God, family, yourself and others
R	Respect	treating people and places with care and consideration
U	Unity	working together as a team to achieve a common goal
E	Excellence	striving to be your best and create opportunities to achieve success

Pastoral care means enhancing the dignity of each person within a Catholic faith community.

The dignity and respect of each person in the School's community are considered as fundamental in the entire educational process. Pastoral care infuses all aspects of the school life. It is concerned with maximising learning and growth, and developing the beliefs, values, attitudes, knowledge, skills and practices to enable all to become inner-directed, contributing members of God's creation.

It is important for students to see common beliefs, attitudes and goals between their home and their school. Respectful communication between parents, carers and the school is of vital importance. To prevent misunderstanding, parents need to be informed of changes, encouraged to be involved in the school and have confidence that they have chosen the most supportive school for their child. Parents, staff and students are expected to work in partnership to help strengthen our pastoral care program over time.

Our pastoral care also includes the services of a Social Worker who is available for the school community by appointment. All members of the leadership team are available to hear concerns, but parents are asked to discuss classroom issues with the class teacher first. It is important that appointments are made so quality time can be set aside.

Communication is the important element of pastoral care. Issues can be discussed and various strategies implemented with the support and cooperation of all parties involved. Individual programs and plans may be developed and implemented, in conjunction with parents, teachers and children involved, to help increase self-esteem, stop bullying, deal with crisis, help those in need and develop behaviour plans if needed.

Our framework is flexible in order to account for the individual needs of each student knowing that all policies within the school are influenced by the Pastoral Care Policy. The integration of culture and faith, and of life and faith is considered in our policy.

Administrators, parents and staff will be role models in the mutual care and support they show each other and the students. It is from the Pastoral dimension of the total school life that students learn their own value and dignity. Every community member shares responsibility for the pastoral dimension of the Catholic School.

Pastoral Care at St Peter's Primary School:

1. has the individual as its focus;
2. permeates all aspects of the curriculum;
3. is exercised mutually by all members of the school community; and
4. promotes respect for the rights of every person.

## **BEHAVIOUR MANAGEMENT**

### **RATIONALE**

All members of the St Peter's school community need to be able to experience a caring, safe and positive school environment for themselves and others. Students, staff and parents need to know that they are valued members of the school community and to have their rights respected. Each member of the community has a responsibility to ensure that the rights of all members are respected.

Students must learn to take responsibility for their own behaviour in order for them to become confident, independent, fully-functioning members of society.

Students must recognise that everyone has the right to feel valued and safe and understand their rights and obligations to behave responsibly.

### **PRINCIPLES**

1. A climate of mutual respect and good pupil/teacher relationships promote positive behavior.
2. Positive behavior in children should be encouraged and rewarded.
3. Clear guidelines for behavior and consequences for misbehaviour are necessary to support appropriate conduct.
4. All children need to be made aware of the consequences of negative behaviours.
5. Behaviour management plans can only be effective when supported by all members of the school community.
6. Misdemeanours can be categorized as those that cover areas of personal responsibility and those where the needs or rights of others are infringed.
7. Violating the rights of others in our school community is a more serious offence and should attract more serious consequences.
8. Bullying behaviours, whether verbal or physical, are an infringement of the rights of others and will not be tolerated by members of the school community.
9. A stimulating and challenging class and school environment are important in fostering acceptable social habits.
10. Teaching staff should directly deal with minor indiscretions with more serious or repeated behavior being directed and dealt with by members of the leadership team.

**PROCEDURES**

Each class teacher is to set the expectation for behavior at the beginning of the school year. Staff are expected to use the language of the school rules at every opportunity, especially when reinforcing positive behavior as well as following-up on unacceptable behavior. Staff should use the TRUE values to encourage desired behavior. With this in mind, the following responsibilities are to be reinforced:

**Students:**

- Being safe – always use your body and equipment in ways that will keep you and others safe
- Being respectful – consider others and the environment, and allow people to treat others as they wish to be treated
- Being responsible – take ownership of your actions, choices, learning and belongings

**Parents**

- Be informed of the Policy and its practices
- Be supportive of the philosophy of the School
- Be participative in open communication

TEACHER MANAGED OFFENCES	POSSIBLE ACTIONS COULD INCLUDE
<ul style="list-style-type: none"> <li>• Swearing – minor</li> <li>• Answering back</li> <li>• Disinterested</li> <li>• Disruptive</li> <li>• Put-downs</li> <li>• Disrespectful</li> <li>• Inappropriate comments/tone</li> <li>• Lateness</li> <li>• Minor dishonesty/lying</li> <li>• Minor physical contact</li> <li>• Not following instructions</li> <li>• Out of area/seat</li> <li>• Minor property misuse</li> <li>• Throwing</li> <li>• Inappropriate unsafe behavior</li> <li>• Technology misuse</li> <li>• Unprepared for class</li> <li>• Work avoidance</li> <li>• Calling out</li> <li>• Stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Warning</li> <li>• Time to cool off</li> <li>• Discussion/re-direction</li> <li>• Repeating action in correct manner</li> <li>• Sanctions such as completing a task</li> <li>• Loss of equipment i.e. basketball</li> <li>• Loss of privileges</li> <li>• Repeat offenders - goal setting, informal contract with parents</li> <li>• 'Informal' contact with leadership team members</li> </ul>

LEADERSHIP MANAGED OFFENCES	POSSIBLE ACTIONS COULD INCLUDE
<ul style="list-style-type: none"> <li>• Verbal abuse of staff or students</li> <li>• Intimidation of staff or students</li> <li>• Physical assault of staff or students</li> <li>• Bullying</li> <li>• Defiance/refusal</li> <li>• Leaving school grounds</li> <li>• Major dishonesty/integrity</li> <li>• Deliberate property misuse/damage</li> <li>• Repeated and continuous teacher-managed behaviours</li> <li>• Inappropriate downloads in laptops/ devices</li> </ul>	<ul style="list-style-type: none"> <li>• Daily diary communication with parents</li> <li>• Withdrawal from class to another, parents to be notified</li> <li>• Interview with Social Worker</li> <li>• Pupil/Principal interview</li> <li>• Formal goal setting</li> <li>• Leadership team member communication with parent</li> <li>• Teacher/Leadership team member interview with parents</li> <li>• Formalising a behavioural contract</li> <li>• Referral to external agency</li> <li>• Suspension</li> </ul>

## Recording Behaviour

Staff on playground duty will record inappropriate behaviour in the playground and will ensure that they include the class teacher in all correspondence. Class teacher to record on SEQTA if appropriate.

Staff should record positive behaviour and use these as a basis for semester reports.

### Positive Measures:

- The use of the Person of the Week Award to highlight students who demonstrate the TRUE values.
- In class, rewards of stickers and other positive reinforcement are expected to be used daily by each class and specialist teachers.
- Acknowledgement through merit certificates at weekly Assembly.
- Children displaying forms of positive behavior (in class, playground, good work) are acknowledged through the St Peter's TRUE values reward system (each class has a "TRUE Tree" on which children's positive behaviour is acknowledged).

## EXCLUSION OF STUDENTS FOR DISCIPLINARY REASONS.

1. As soon as any allegation is made against a student and following a preliminary investigation by the principal, that, if substantiated, would warrant exclusion, the parent shall be contacted to enable them to be present at any subsequent interviews with the student.
2. The Principal will contact the parent informing them:
  - of the substance of the incident and behavior;
  - that an investigation has taken place and has been substantiated in whole or part; and
  - that the Principal may decide to exclude the student.

3. If the Principal believes that exclusion may be warranted, he/she will consult with the Class Teacher, School Social Worker and, where necessary, the Special Needs Co-ordinator.
4. The Principal will contact the parent and request their presence at an interview between the Principal and the student. The Principal may invite others as appropriate.
5. **In the case of suspension:**
  1. a re-entry interview with student and parent is held with the Principal and other delegates;
  2. opportunity for follow-up with the School Social Worker is provided; and
  3. the student is involved in co-constructing a re-entry agreement with the Class Teacher, School Social Worker, parents and a leadership member.
6. **In the case of expulsion:**
  1. the Principal shall meet with the school's leadership team to carefully consider the facts and circumstances of the situation so as to ensure that the appropriate level of discernment and reflection is given to the decision;
  2. the Principal will consult with the Executive Director of Catholic Education or the Executive Director's delegate and provide them with reasons for the exclusion prior to formalising the decision to exclude the student;
  3. the Principal shall work with the parent if assistance is sought to find an alternative school for the excluded or withdrawn student;
  4. the Principal shall ensure that detailed records of the events and discussions relating to the decision to exclude the student from the school are maintained; and
  5. records pertaining to the exclusion shall be regarded as 'Restricted Access Records'.