


PASTORAL CARE and BEHAVIOUR MANAGEMENT POLICY	
St Paul's Primary School, Gateshead	
Release date: 2016	
Review due: 2019	
Replacing: Pastoral Care and Behaviour Management Policy 2015	
Approved by: Meg Smith – Acting Principal	

Rationale

All members of a school community have the right to feel safe and secure. At St Paul's school we seek to foster and affirm the worth and dignity of each member. Therefore, we believe that each member of our school community should be committed to ensuring that we have a safe and secure school where the rights of all members – staff, parents and students, are respected.

The implementation of this policy is a positive step towards creating a positive school environment based on Gospel values.

Aims

At St Paul's Primary School we aim to:

- provide a stable, safe and ordered environment within which students learn effectively and behave responsibly
- ensure positive relationships are maintained within the school community
- encourage students to develop self discipline by accepting responsibility for their own behaviour
- ensure that students value the worth and dignity of themselves and others
- foster in students a feeling of pride and belonging to St Paul's Primary School and the wider community
- develop a whole school approach to the management of unacceptable behaviours
- encourage positive relationships and behaviours through the implementation of the PBL program (Positive Behaviour for Learning).

Implementation

Personnel

The **Principal** creates the best circumstances for a safe community by:

- ensuring the expectations of teachers and students are clearly understood
- monitoring the implementation of rules
- setting standards and goals
- recognising and rewarding students' efforts
- developing strong parent and community links
- communicating, promoting and implementing the school's Pastoral Care and Behaviour Management Policy
- ensuring the school's disciplinary procedures are based on the principles of procedural fairness (Education Act, 1990)

The **Assistant Principal** creates the best circumstances for a safe environment by:

- assisting the Principal administer the policy by liaising with staff, students and parents
- assisting with discipline, safety, self esteem and staff development

All **Staff** are actively involved in creating a safe environment by:

- being fair to each student
- clearly indicating expectations through a fortnightly focus on a positive behaviour which is linked to the PBL program
- consistently applying the school rules
- rewarding appropriate behaviour through the PBL program using totems as a motivation and incentive
- discouraging inappropriate behaviour
- providing an example for students by modelling appropriate behaviour
- providing students with skills and strategies to recognise and manage unacceptable behaviours which may arise through a breakdown in relationships, individual differences or communication issues
- developing, with the students, non violent alternatives to resolve conflict
- developing a sense of fair play in students
- referring students to the Principal or Assistant Principal for early intervention before behaviours become challenging

Students are actively involved in creating a safe environment by:

- obeying rules designed to facilitate learning
- developing self-discipline
- actively participating in the behaviour targets associated with PBL
- helping others
- taking a level of responsibility for their behaviour appropriate to their stage of development
- participating in the school buddy system and peer support program

Parents actively support the creation of a safe environment by:

- being partners in the education of their children

- understanding the consequences of positive and negative behaviour
- reinforcing acceptable behaviours within the school community
- modelling appropriate behaviour
- ensuring acceptable standards of uniform, language and punctuality are implemented
- visiting the school when requested to support both rewarding and sanctioning of students
- having a positive attitude towards the school's policies, PBL Program and teaching and learning programs
- understanding and supporting the philosophy of the PBL program

Code of Conduct

The objective of the Code of Conduct is to provide a safe and consistent environment which enables students to engage in their learning.

The Code of Conduct aims to provide rules, consequences and management practices which guide students, parents and staff in their roles in establishing positive social behaviours.

The Code of Conduct acknowledges that students have individual needs and strengths.

Procedural Fairness will be implemented at all times in the enforcement of the conduct code.

The Code of Conduct is as follows:

Code of Conduct

All students are called upon to **Be Respectful, Be Responsible and Be Learners.**

They...

- have the right to feel safe
- have the right to work and play without interference
- should be encouraged to be polite, courteous and well-mannered
- should expect to learn in an atmosphere of support and cooperation
- will be encouraged to exhibit pride in their school
- will be encouraged to be proud of the work they achieve

The Principal and Staff, supported by the parents, will implement the Code of Conduct fairly, reasonably and consistently.

Teachers will use their professional judgement to analyse individual situations that may occur in their classrooms, on the playground and during before and after school times of supervision. It is anticipated that consistency and fairness will further promote acceptable behaviour.

Children who follow the school rules will be making a positive contribution to our school community and will be acknowledged by:

- verbal affirmation
- totems
- merit certificates presented at weekly assemblies
- Principal's awards
- environmental awards

Behaviours and their consequences:-

Proformas for recording incidents of inappropriate behaviour and action plan review are included with this policy. (Appendix 1)

A levelled behavior management matrix listing consequences in escalating levels of inappropriate behavior (Appendix 2) has been developed by the school.

‘Sentral’, our online student record, is used to record incidents of concern or as a means to validate positive behaviours.

SELF DISCIPLINE

To promote an atmosphere of safety and security, which also emphasises respect for self and others, the following behaviours will not be accepted :

- Physical or verbal abuse
- Damage to property
- Stealing

Consequence: Immediate referral to Principal or Assistant Principal.

BULLYING AND HARASSMENT

Bullying is a repeated and systematic attack on others. It can include psychological as well as physical attack, teasing and exclusion from the peer group. Bullying differs from harassment in terms of occurrence. Harassment can occur as a single incident whereas bullying is characterised by repeated attacks.

Bullying and harassment are not acceptable at St Paul’s school.

A complaint about bullying will be managed in the following ways:

- Complaint investigated – taking statements from both parties and witnesses
- If necessary contact parents

Follow-up: Bully

- Time out
- Contact Parents
- Withdrawal from group
- Withdrawal of privileges
- Counselling
- Suspension

Follow-up: Victim

- Counselling
- Contact parents
- Resilience training

Structured play activities may be suggested for either the bully or the victim during playground times.

Classroom programs may be initiated at any time to build skills and as part of the repair process to support both the victim and the bully.

Legalities

Harassment and bullying are unlawful. Anti-discrimination legislation, as well as workplace health and safety legislation, place a requirement upon schools to put into

effect preventative and remedial procedures for dealing with both bullying and harassment.

PLAYGROUND

Unacceptable behaviour on the playground includes:

Play

- Unsafe play (hurting using sticks or stones, running on cement, using equipment other than tennis or rubber balls on front playground, climbing)
- Entering out of bounds areas (toilets, classrooms, playground areas unsupervised by teachers, outside school boundaries)

Health and Hygiene

- Littering
- Eating on field
- Not remain seated while eating until dismissed by supervising teacher

Consequences:

- Community service (e.g. paper pick-up)
- Time out

Uniform

- No hat
- Consistently wearing incorrect uniform without written explanation

Consequences: No play

CLASSROOM

Each teacher will have a set of rules or expectations which accentuate the positive. Acknowledgement and promotion of positive behaviours with verbal and non-verbal reinforcements such as totems, are encouraged.

Unacceptable behaviour for any visiting teacher will not be tolerated. (See Appendix 3)
The following are a list of options which may be implemented at the discretion of each individual teacher:-

Consequences:

- Discussion of incident
- Withdrawal from group
- Community service
- Time out with supervision of class teacher
- Referral to Principal or Assistant Principal
- Parental involvement/consultation
- Exclusion from class activity or excursion
- Suspension in accordance with guidelines as stated in CSO Policy Statement on Pastoral Care (Revised Nov. 2002)

BUS

Inappropriate bus behaviours will be reported to the Principal or Assistant Principal who will decide on the action to be taken.

Parents will be notified if necessary.

FURTHER ACTION

In cases of continuing concern, parents will be notified. The extent and nature of parental involvement will depend upon the particular concerns held for the child.

Investigation of all incidents will be thorough. If evidence is contradictory, the Principal as decision maker, will make the call on the probability of conflicting versions of evidence after discussion with the Assistant Principal.

The student will have the right to respond to all allegations or concerns.

In cases of serious and sustained offences every effort will be made to assist the child through referral to appropriate guidance and counselling services.

In cases of persistent and/or serious behaviour, a period of suspension from classes and/or school may be considered. This will be done in consultation with the Assistant Principal and will follow Diocesan guidelines.

If this is required a mutually beneficial course of action will be discerned and documented in a re-entry program and formal Behaviour Plan.

Procedural fairness will be extended at all times to the affected person or persons.

Note: In accordance with the Education Reform Amendment (Corporal Punishment) Act 1995, St Paul's Primary School does not permit the use of corporal punishment by staff, parents or volunteers.

BUDGET

Funds will be allocated for resources and staff development courses in behaviour management as required.

Resources to assist in social games will also be purchased.

EVALUATION

This policy will be reviewed every three years or as required due to changes in legislation or school circumstances and amended if necessary.

Appendix 1

Name _____ Class _____ Date _____

Where

classroom playground lines toilets

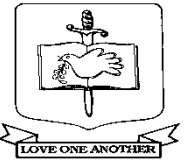
Behaviour

- | | |
|---|--|
| <input type="checkbox"/> physical contact/aggression | <input type="checkbox"/> disruption |
| <input type="checkbox"/> inappropriate language | <input type="checkbox"/> harassment/bullying/threatening |
| <input type="checkbox"/> defiance/non-compliance/disrespect | <input type="checkbox"/> misuse/destruction of property |
| <input type="checkbox"/> Other..... | |

Teacher.....

Positive Behaviour

ST PAUL'S PRIMARY SCHOOL, GATESHEAD



My poor choice in behaviour was.....

.....
.....
.....

At St Paul's we.....

.....
.....

I can change my behaviour by.....

.....
.....

Name: _____ Date _____

Appendix 2

<u>STUDENT BEHAVIOUR</u>	<u>RESPONSE</u>	<u>REWARD / ON-GOING SUPPORT</u>
<p><u>LEVEL GREEN</u> Following school rules and expected behaviours</p>	<p><u>LEVEL GREEN</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive reinforcement and rewards 	<p><u>LEVEL GREEN</u> Totems, Dojos, Reward Menu, Raffle prizes, Whole class rewards, Class Merit Awards, Principal's Awards.</p>
<p><u>LEVEL YELLOW</u> <u>MILD</u> Disruptive in class, impolite, misuse of school property. Interrupting other's game, being out of designated area, being in the classroom without permission, running on concrete, littering, pushing, interfering with rights of others.</p>	<p><u>LEVEL YELLOW</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal reminder of broken rule <input type="checkbox"/> Official Warning <input type="checkbox"/> Time out (10 minutes at lunch) <input type="checkbox"/> Name recorded in 'Sentral' 	<p><u>LEVEL YELLOW</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reinforce appropriate behaviour and remind student of expectations and rules
<p><u>LEVEL RED</u> <u>MODERATE</u> Hurting others, biting, punching or kicking. Misusing others' property, stealing, offensive Language. Throwing sticks and stones, teasing/name-calling, harassment of others. Leaving school grounds, damaging school property. Refusal to follow teacher request or constant, disrespectful to adults, Repetition of 'Yellow' level behaviour</p>	<p><u>LEVEL RED</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Time out (40 minutes) <input type="checkbox"/> Name recorded in 'Sentral' in Principal's office <input type="checkbox"/> Behaviour Conference with student/s <input type="checkbox"/> Phone call to parents – Record details of conversation on 'Contact with Parents' sheet <input type="checkbox"/> Complete Incident report 	<p><u>LEVEL RED</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Inform Staff <input type="checkbox"/> Reinforce appropriate behaviour and remind student of expectations and rules <input type="checkbox"/> Develop plan on Behaviour Conference Sheet <input type="checkbox"/> Refer to LS Team to develop strategies
<p><u>LEVEL BROWN</u> <u>MAJOR</u> Truancy, verbal threat, abusive behaviour. Bullying/intimidation, defiant behaviour. Physical assault of student/ staff/ volunteer. Destruction of school property. Inappropriate reading material. Deliberately accessing inappropriate web sites. Endangering other's safety, Repetition of 'Red' level behaviour</p>	<p><u>LEVEL BROWN</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Phone call to parents – Record details of conversation on 'Contact with Parents' sheet <input type="checkbox"/> Incident recorded in 'Sentral' in Principal's office <input type="checkbox"/> Immediate removal from playground (up to 2 full days) <input type="checkbox"/> Possible withdrawal of privileges <input type="checkbox"/> Possible in-school or at-home suspension 	<p><u>LEVEL BROWN</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting with parents and maintain ongoing, regular communication <input type="checkbox"/> Develop Behaviour Plan for student including a contract <input type="checkbox"/> Possible Counsellor referral <input type="checkbox"/> Possible Staff support / inservice <input type="checkbox"/> Assistant Director notified if necessary
<p><u>LEVEL GREY</u> Illegal substances (eg alcohol, drugs). Violent behaviour to student/staff/volunteer. Repetition of physical assault. Weapons. Possession of cigarettes/smoking. Malicious damage (lighting fires). Endangering the well-being of others</p>	<p><u>LEVEL GREY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Phone call to parents – Record details of conversation on 'Sentral' <input type="checkbox"/> In-School suspension <input type="checkbox"/> Home suspension <input type="checkbox"/> Possible partial enrolment 	<p><u>LEVEL GREY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet with parents and maintain regular contact <input type="checkbox"/> Contact and involve Counsellor <input type="checkbox"/> Contact and involve Assistant Director <input type="checkbox"/> Possible referral to outside agency / specialist
<p><u>LEVEL BLACK</u> Serious violation of others' rights. Unwillingness to change.</p>	<p><u>LEVEL BLACK</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recommendation of Expulsion to the Director of Schools 	<p><u>LEVEL BLACK</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contact and involve Assistant Director <input type="checkbox"/> Meeting with parents

Appendix 3

GUIDELINES FOR CASUAL TEACHERS

There have been incidents of unacceptable behaviour on occasions when a casual teacher has been employed. Students, at times, choose to make unacceptable choices, causing concern for staff, parents and other students.

St Paul's school has developed a set of procedures as an appendix to the school's Pastoral Care and Behaviour Management Policy to address this issue. Students and parents are made aware of these procedures and the consequences of incorrect behaviours.

The following procedures will be enforced for any student who chooses not to follow class or school rules by refusing to cooperate with a casual teacher.

1. The casual teacher will implement acceptable classroom behaviour management strategies.
2. If these strategies do not result in acceptable behaviours the casual teacher will inform the Principal or a member of the school executive of the behaviour.
3. The student will be spoken to by the Principal or a member of the executive and return to class.
4. Continuation of behaviour will result in the student being removed from class to the Administration area or to another classroom.
5. The student will be provided with class work which will include being asked to write a description for the displayed behaviour.
6. The student will not return to class for the rest of that day.
7. Lunch and morning tea will be eaten in the Administration area.
8. The student will not participate in any planned activities for that day. e.g. sport, music, art
9. Parents will be notified.
10. Parents will be asked to read, discuss with students, sign and return the child's written description of their behaviour.
11. The casual teacher will be asked to document an account of the behaviour.
12. Continued repetition may result in an in school suspension for the duration of the casual teacher's employment.

The students at St Paul's Primary School are often complimented on their excellent manners and behaviour whenever they attend an out of school activity or excursion. St Paul's has an excellent reputation in the wider community. Our goal is to ensure this will also be obvious to our visiting teachers.