Pastoral Care, Student Management and Values Education Policy

❧ *Respect, Resilience, Compassion* ❧

"*Effective discipline is based on loving guidance. It is based on the belief that children are born innately good and that our role as parents [and teachers] is to nurture their spirits as they learn about limits and boundaries, rather than to curb their tendencies toward 'wrong doing'. Effective discipline presumes that children have reasons for their behaviour and that cooperation can be engaged to solve shared problems.*" *Peggy O'Mara*

Rationale

St. Patrick's Primary School Parramatta is committed to providing a climate of respect and justice in an environment where children feel safe and happy. We believe that we can achieve this by:

- promoting positive behaviour management practices through the communication of a clear set of desirable behaviours
- clearly outlined boundaries and consequences, that are procedurally fair
- procedures and strategies where children can learn to take responsibility for their own actions by making informed choices.
- Recognising that " All children and young people have a right to an education that is free from discrimination, harassment and bullying.' (CEDP Anti-bullying policy for students 2005)
- Recognising the significant impact that persistent discrimination, harassment and bullying can have on the individual's psychological and social development.

" *Schools will ensure that procedural fairness applies in dealing with all incidents including incidents of bullying . Appropriate and timely support, management and resolution of reported incidents of bullying will be offered to all persons involved in these incidents.*"
CEDP Anti-Bullying Policy for Students 2005

Aim

We strive to promote a climate of respect and justice for all and a safe and happy environment by:

1. nurturing consciousness about values.
2. acknowledging the individuality of others.
3. promoting an understanding of rights and responsibilities as a member of a learning community.
4. encouraging and recognising positive behaviour choices.
5. providing behaviour management practices that are positive, fair and just. (Procedural Fairness)
6. promoting an understanding of consequences when responsibilities are breached.
7. establishing and promoting procedures to deal with bullying behaviours.
8. developing student leadership.

> *"A sense of connection and belonging to the school environment is widely recognised as promoting children's and adolescents' mental and emotional well-being."*
> Bond et al., 2007

Systemic Approach

These aims will be addressed through the:

> *"My children, our love should not be just words and talk; it must be true love which shows itself in action."*
> 1 John 3:18

- Right relations/ Anti-Bullying Programs
- Protective Behaviours Programs
- Religious Education Programs
- Student Diversity Team – Personalised Plans
- Student Behaviour Management Scheme (Appendix 1)
- Playground and Classroom Incentive Scheme (Appendix 2)
- School Values Mascots; Respect, Resilience and Compassion (Appendix 3)
- Award System – St. Patrick's Award and Honour Award (Appendix 4)
- St. Patrick's Primary School, Parramatta Student Charter (Appendix 5)
- Student Management processes and procedures action plan (Appendix 6)
- Student Voice – Student Representative Council, the role and responsibilities (Appendix 7)
- Students Leadership (Appendix 8)
- CEDP Anti-bullying policy for students (Appendix 9)

Guidelines

1. In order to nurture consciousness about values, staff will:

- promote school values by displaying them around the school. (see Appendix 3)
- link positive behaviour to school values.
- teach the Right relations/Anti-Bullying Program K-6 at the commencement of each term and link to school value.
- encourage children's participation in writing and sharing morning prayer.

2. In order to acknowledge the individuality of others, staff will:

- endeavour to acknowledge, communicate and celebrate the uniqueness of each and every individual.
- be mindful of the variety of learning styles in their classrooms.
- be mindful of providing a balanced approach to all Key Learning Areas. (*"Opportunity for All"*)
- acknowledge achievements. For example - personal awards and achievements.
- provide extra-curricular activities where possible.
- teach the Religious Education Program K-6.
- teach the Life Education Program K-6.
- teach the Protective Behaviours Program - addresses diversity and anti-bullying
- provide safe and creative play space - Harmony Area. (infants)
- promote school values – Respect, Resilience and Compassion through our school Mascots.
- avail of the support services of the Catholic Education Office.

3. In order to promote the understanding of rights and responsibilities as a member of a learning community, staff will:

- develop a shared understanding of the rights of a member of a learning community through the Student Charter. (see Appendix 5)
- develop an understanding of the responsibilities of a member of a learning community through the Student Charter. (see Appendix 5)
- develop with their students an understanding of the consequences associated with breaching their responsibilities. (see Appendix 1)

4. **In order to encourage and recognise positive behaviour choices, staff will:**

   - recognise, acknowledge and celebrate appropriate behaviour through "Super Shamrocks" on the playground, linked to a reward system within the classroom. (see Appendix 2)
   - link positive behaviour choices to our school values. (see Appendix 3)
   - link positive behaviour choices to our school Student Charter of rights and responsibilities. (see Appendix 5)
   - cater for the diversity of learning styles and abilities within the class group.
   - seek assistance if staff have any concerns about children's behaviour choices.

> *The provisions of The Disability Discrimination Act (1992) include students with behaviour difficulty within the definitions of disability.*

5. **In order to provide behaviour management practices that are positive, fair and just, staff will:**

   - follow the steps outlined in the Student Behaviour Management Scheme. (see Appendix 1)
   - develop positive class rules with consequences that are consistent and clearly understood by the children.
   - manage discipline situations without embarrassing individual students.
   - avoid penalising the whole class because of the misbehaviour of a few unless a class cultural shift needs to happen, where whole class involvement is deemed necessary.
   - avoid labelling children in class and in the staff room.
   - listen to the student's point of view.
   - be procedurally fair.
   - refrain from holding grudges.
   - deal with the issue at hand.
   - be consistent with expectations during playground supervision.
   - refrain from unfair comparisons.

No form of Corporal Punishment is issued at St Patrick's Parramatta.

6. **In order to promote an understanding of consequences when responsibilities are breached, staff will:**

   - follow the steps outlined in the Student Behaviour Management Scheme. (see Appendix 1)
   - clearly and regularly communicate with students and parents regarding rewards and consequences.
   - regularly seek feedback from students and staff regarding the effectiveness of processes in the school.
   - involve children in contributing in some way to deciding consequences when appropriate.
   - address minor classroom/playground infringements as they occur.
   - refer serious infringements to the leadership team member responsible for student management.
   - inform parents of serious infringements (behaviour notices) and the resulting consequences.
   - ***Follow Catholic Education Office Policy and Procedures for suspension and/or expulsion.***

"Good communication and collaborative decision making between parents and carers and school staff in relation to a child's social, emotional and learning needs improves school attendance, academic performance and overall behaviour" Sheldon & Epstein, 2004 in KidsMatter, 2008

7. **In order to establish and promote procedures to deal with bullying behaviours the staff and school will:**
   - be aware of their roles and responsibilities in relation to responding to incidents of bullying
   - Provide regular professional development to all staff and students about the implications of bullying.
   - maintain confidentiality when dealing with complaints of bullying behaviour
   - five parents of students involved in bullying incidents appropriate feedback.

- implement set procedures for reporting and documenting instances of bullying.
- have in place procedures for monitoring and evaluating its range of responses for dealing with bullying behaviour.
- develop a restorative and rehabilitation plan for all involved in the bullying incident.
- ensure that procedures for dealing with bullying are consistent and compatible with other student management and welfare policies and procedures.

8. **In order to develop student leadership, staff will:**
- develop an understanding of our Student Charter of rights and responsibilities. (see Appendix 5)
- make students aware of the school/class expectations of their behaviour and the likely consequences if they break the rules.
- recognise responsible behaviour through, for example; Honour Award, St Patrick's Award and Super Shamrocks. (see Appendix 4)
- provide Student Buddy Programs and opportunities for representation in the Student Representative Council from Kindergarten to Year 6. (see Appendix 7)
- facilitate Student Leadership Program in Year 5 (election process) and Year 6. (see Appendix 8)
- give other students leadership opportunities eg Library Monitors, class leadership roles, work experience in other grades, participation in morning prayer.

> *"Rules don't change behaviour –*
> *positive action and interaction do"*
> *David Koutsoukis*