St Rose Catholic Primary School

Pastoral Care Policy

Behaviour Management Policy

Anti-Bullying Policy
PASTORAL CARE POLICY

Belief Statement

St Rose Catholic Primary School is a community of students, teachers, parents and parishioners who care for each other, focusing on the values of the Gospels.

We value the importance of the family and the uniqueness of each child.

We are committed to:

Following Christ’s example in treating all people with justice and compassion.

“Love is patient and kind, love is never boastful...love never gives up, hope and patience never fail” Corinthians 13: 4,7.

We achieve this through:

- Implementation of the school Pastoral Care Policy, Anti-bullying Policy and Discipline Policy.
- Ensuring that our teaching and learning is inclusive of all children’s needs, for example differentiation, learning support and Enrichment programs.
- Consultation with appropriate school bodies when making decisions on school wide issues.
- Supporting community groups such as The War Veterans, Caritas Australia and The St. Vincent de Paul Society.

Fostering our Catholic faith and traditions and offering children the opportunity to be part of the Sacramental life of the Church.

“Go then to all peoples everywhere and make them disciples. Baptise them in the name of the Father and of the Son and of the Holy Spirit” Matthew 27:19.

We achieve this through:

- The teaching of Religious Education and the integration of a Catholic Worldview.
- Daily prayer and regular opportunities to participate in prayer.
- Participation of religious ceremonies within the school and parish.
- Supporting and participating in the parish based Sacramental Program.
- Supporting the parish Family Mass.

Providing our children with educational programs that are responsive to change and reflect a commitment to excellence.

“Teach them to obey everything I have commanded you and I will be with you always, to the end of the age.” Matthew 27:20.

We achieve this through:

- Opportunities for inter-school experiences.
- K-6 Teaching and Learning programs across the seven KLAs.
- Assessment and reporting procedures.

Nurturing individual development to enable every child to realise their full potential.

“You are God’s people...his holy race, his royal priesthood, a nation set apart” 1Peter 2:9
We achieve this through:
- Providing strategies for children with a range of learning styles.
- Monitoring assessment procedures.
- The tracking, analysis and purpose of internal and external testing data.
- Aiming to meet the needs of students – physical, emotional, spiritual, academic and behavioural – through differentiation.

Make our school a joy-filled place where a sense of self-worth and a commitment to effort and independence are encouraged.


We achieve this through:
- Celebration of the school’s Catholic identity and cultural diversity.
- Whole school celebrations – including liturgical, community and academic.
- The remembrance of our patron saint’s feast day and war heroes.
- Acknowledge and support achievements of individuals, groups and school community.

Encourage open and honest communication among students, teachers, parents and parish.

“Though we are many we are one body in union with Christ and we are all joined to each other as different parts of one body.” Romans 12:4.

We achieve this through:
- Collaboration with Parish, Interschool and parish activities
- Parent Information sessions.
- Adult faith formation sessions
- Consultation processes involving all relevant stakeholders to make informed decisions.
- Staff meetings
- Student leadership teams
- Newsletters, memos and various forms of regular communication
- Model of shared leadership across the whole school community

**SUPPORT FLOWCHART FOR FAMILIES IN NEED OR EXPERIENCING A CRISIS**

- School is notified ➔ Admin contact class parents ➔ Class parents co-ordinate support for family, this may be in the way of assistance such as;
  - Cooked meals
  - Transporting children
  - Food vouchers
  - Contacting family to check in
  - Preparing lunches
  - Any other assistance that the class parents are able to provide
BEHAVIOUR MANAGEMENT POLICY

PURPOSE

Our school Behaviour Management Policy takes into account the Diocesan Pastoral Care Policy and Student Discipline Policy for Diocesan Systemic Schools in that our approach to discipline has its basis in our pastoral care for each other – students, staff, parents and parish. Through shared leadership, the St Rose Catholic School community is encouraged to make informed choices and support each other to foster a safe and happy learning environment.

POLICY FRAMEWORK

St Rose Catholic School has adopted a Whole School Approach to promote positive behaviour; Positive Behaviour for Learning [PBL]. This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours. St Rose Catholic School aims to provide a safe and supportive environment in which learning takes place.

“Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.”

Diocesan School Student Discipline Policy

The word ‘discipline’ and ‘disciple’ are derived from the Latin word ‘discere’ meaning ‘to learn’. As Disciples of Jesus we are learning to live the Gospel Values by respecting self, others and the environment.

Corporal Punishment by any School Person or non-school person is not permitted.

“We are ultimately not here to build up or tear down anything but to be a sign of God’s love to the world.”

Mother Teresa
The School Rules and Behavioural Expectations, as outlined below, provide common understanding and consistent language as a framework for implementation of a School Wide approach to Behaviour Management. This approach will be based on the Positive Behaviour for Learning (PBL) framework.

**SCHOOL RULES:**
- Respect Others
- Respect Self
- Respect the Environment

**BEHAVIOURAL EXPECTATIONS**

<table>
<thead>
<tr>
<th>Respect Others</th>
<th>Respect Self</th>
<th>Respect Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gentle hands</td>
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St Rose Catholic Primary School community is committed to:
- Teach,
- Practice,
- Apply, and
- Acknowledge the behavioural expectations.
PBL TEAM: - prepare the PBL lesson plan for behaviour expectations [refer matrix]
STAFF: - behaviours are taught explicitly in the classroom using PBL lesson plans
WHOLE SCHOOL COMMUNITY: - language of behaviour is known and used across the whole school

PBL TEAM: - outline practice of behaviours and non-behaviours within the PBL lesson plan
STAFF: - behaviours are practiced within the explicit teaching time
WHOLE SCHOOL COMMUNITY: - behaviours are encouraged to be practiced across all settings

PBL TEAM: - support staff in the application of these behaviours
STAFF: - behaviours are encouraged to be applied outside of the classroom environment and across all settings within explicit teaching
WHOLE SCHOOL COMMUNITY: - behaviours are encouraged to be applied outside of the classroom environment and across all settings within explicit teaching

PBL TEAM: - support staff in acknowledging of appropriate behaviours
STAFF: - appropriate behaviours are to be acknowledged on a ratio of approx 10:1
WHOLE SCHOOL COMMUNITY: appropriate behaviours are to be acknowledged within the whole school setting

ENCOURAGING ANDACKNOWLEDGING APPROPRIATE BEHAVIOURS

Appropriate Behaviour is any action that contributes to the functioning of the school as a safe and supportive learning environment. St Rose Catholic Primary School community is committed to acknowledging Appropriate Behaviour.

We encourage and affirm positive behaviour in children. Throughout the school day many opportunities arise for recognising a child’s efforts in the classroom, or on the playground. Some of the techniques which may be used:

- Smile, gestures, nod, thumbs up, proximity
- Verbal acknowledgment
- Comments of encouragement and affirmation
- Stickers
- Appointing class leaders and delegating responsibilities
- Taking items of work home to show parents
- Showing work to Principal and inviting to classroom
- Sending positive messages home
- Display of work
- Colour house points
- Awards and certificates at assembly
- Student of the month

Pastoral Care, Behaviour Management & Anti-Bullying Policy
Last updated: March 2015
‘Constant and True Principal Award’
Showing work to other classes and teachers
Praise from other children
Items in school newsletter
Display of work around the school

WHOLE SCHOOL IN CLASS BEHAVIOUR MANAGEMENT SYSTEM
Each class follows a whole class chart system that promotes positive behaviour with intrinsic rewards. (See appendix for full explanation of system)

Colour house points system:
Children are awarded 50 points for displaying appropriate behaviour on the playground. These points are tallied when they return to class and the team with the most points at the end of the term receives a reward. The colour house captains collate the points prior to assembly and a shield is displayed in the hall which shows the tally of weeks won by all the houses. At the end of the term the winning colour house will receive an iceblock. The PE teacher will be responsible to distribute the iceblocks.

DISCOURAGING INAPPROPRIATE BEHAVIOURS

Inappropriate behaviours
Inappropriate Behaviour is behaviour that challenges the day to day functioning of our school and is contrary to our “School Rules and Behavioural Expectations”.

Major inappropriate behaviours [office referred] are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of others. The consistent and repeated occurrence of minor behaviours can be considered as major.

Minor inappropriate behaviours [teacher actioned] are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.
Procedures for addressing incidents of inappropriate behaviour

MINOR
Teacher action

Minor inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

1st Reminder
Remind student of expected behaviour.
Re-teach

if behaviour continues

2nd Reminder
Remind student of expected behaviour.
Re-teach

if behaviour continues

Remove the student from the situation or trigger for behaviour.

Reprimand
Short Time Out

- Remove from situation (in classroom)
- Asked to sit out of play (on playground)
- Age appropriate time out (1 minute per age year)

MAJOR
Office referred

Major inappropriate behaviours are identified as deliberate actions that are offensive and / or dangerous to the physical and / or emotional well being of others. [or repeated minor]

Repeated minor inappropriate behaviours AND Inappropriate behaviours that are physically and/or emotionally dangerous

Long Time Out

- Send to buddy class with ‘Long Time Out’ card.
- No work to be sent.
- Age appropriate time out (1 min per age year)

OR if on the playground
- Send to office with ‘Long time Out’ card
- Age appropriate time out (1 min per age year)

THEN
- Fill in and send ‘Long Time Out’ slip to principal who sends slip home to parents to sign and return.
- Slip is then added to school data.
- If a child receives 3 ‘Long Time Out’ slips a team meeting involving the child, parents and principal will be arranged to support the child to restore positive

“LONGTIME OUT”

Respect Others
Respect Self
Respect Environment

Long Time Out - Buddy Class
Where to go:
Year 6 to 5 and vice versa
Year 4 to 3 and vice versa
Year 2 to 1 and vice versa
Kindy to Kindy

1. Short Time Out

- Time Out is used to bring about a positive change in behaviour, not purely as punitive action.

“Restoring Behaviours Sheet” may be used after office referral for inappropriate Behaviour/s in order to restore right relationships and plan ways of supporting positive behaviour.

Pastoral Care, Behaviour Management & Anti-Bullying Policy
Last updated: March 2015
## PLAYGROUND & CLASSROOM LONG TIME OUT

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student Name:</th>
<th>Class:</th>
</tr>
</thead>
</table>

### WHERE
- □ Back
- □ Front
- □ Fake grass
- □ Toilets
- □ Other
- □ Other

### WHEN
- □ Before school
- □ Recess
- □ 1\textsuperscript{st} half Lunch
- □ 2\textsuperscript{nd} half lunch
- □ After school
- □ Other

### WHAT

#### Brief Description of incident

- □ Repeated minor
- □ Major - Physical / Verbal

### COMMENTS:

**Teacher Signature:**

**Principal Signature:**

**Parents Signature:**
Think Paper

Student Name___________________  Class __________Date _____________  Facilitating Staff Member___________________

At St Rose we are ‘Constant and True’ when we

<table>
<thead>
<tr>
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<td>Always including, no excluding</td>
<td>Stop Think Do</td>
<td></td>
</tr>
<tr>
<td>All Areas and at All Times</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Which of the ROSE Rule did you not follow?

☐ Respect Others
☐ Respect Self
☐ Respect Environment

2. What did you do?

3. Why did you do it?

4. What happened to others because of your actions?

5. What could you do next time?

6. How might you help fix the problem?

Teacher_________
Signature ______________

Principal_________
Signatur______________

Student_________________
Signature__________________
FIRST AID CARD

Respect Others
Respect Self
Respect Environment

“LONGTIME OUT” CARD

Respect Others
Respect Self
Respect Environment
<table>
<thead>
<tr>
<th>WEEK</th>
<th>BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td></td>
</tr>
<tr>
<td>1 - 2</td>
<td>Introduction to the ROSE rules and matrix. Link to class rules. Go over and make amendments to handball rules.</td>
</tr>
<tr>
<td>3 - 4</td>
<td>Be in the Right Place at the Right Time</td>
</tr>
<tr>
<td>5 - 6</td>
<td>Be a Good Listener</td>
</tr>
<tr>
<td>7 - 8</td>
<td>Speak and Act with Kindness</td>
</tr>
<tr>
<td>9 - 10</td>
<td>Always Including, No Excluding!</td>
</tr>
<tr>
<td>11</td>
<td>Revision</td>
</tr>
<tr>
<td><strong>TERM 2</strong></td>
<td></td>
</tr>
<tr>
<td>1 - 2</td>
<td>Care for your Appearance / Always wear your hat</td>
</tr>
<tr>
<td>3 - 4</td>
<td>Gentle Hands</td>
</tr>
<tr>
<td>5 - 6</td>
<td>Take Care of our Surroundings</td>
</tr>
<tr>
<td>7 - 8</td>
<td>Speaking Up / Asking for Help</td>
</tr>
<tr>
<td>9</td>
<td>Revision</td>
</tr>
<tr>
<td><strong>TERM 3</strong></td>
<td></td>
</tr>
<tr>
<td>1 - 2</td>
<td>Care for Belongings</td>
</tr>
<tr>
<td>3 - 4</td>
<td>Learn and Let Others Learn</td>
</tr>
<tr>
<td>5 - 6</td>
<td>Stop, Think, Do!</td>
</tr>
<tr>
<td>7 - 8</td>
<td>Good Listener</td>
</tr>
<tr>
<td>9 - 10</td>
<td>Speak &amp; Act with Kindness</td>
</tr>
<tr>
<td><strong>TERM 4</strong></td>
<td></td>
</tr>
<tr>
<td>1 - 2</td>
<td>Play Safe, Play Fair!</td>
</tr>
<tr>
<td>3 - 4</td>
<td>Safe Behaviour in the Toilets</td>
</tr>
<tr>
<td>5 - 6</td>
<td>Gentle Hands</td>
</tr>
<tr>
<td>7 - 8</td>
<td>Care for your Appearance / Always wear your hat</td>
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At St Rose Catholic Primary School, Collaroy Plateau, we are CONSTANT AND TRUE when we...

<table>
<thead>
<tr>
<th><strong>All Areas and at All Times</strong></th>
<th><strong>Respect Others</strong></th>
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<tr>
<td>Be a good listener</td>
<td>Always including, no excluding</td>
<td>Stop Think Do</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom</strong></td>
<td>Let others learn</td>
<td>Always walk</td>
<td>Help keep our classroom tidy</td>
</tr>
<tr>
<td>Play safe and play fair</td>
<td>Always wear a hat outside</td>
<td>Help keep our playground tidy</td>
<td></td>
</tr>
<tr>
<td><strong>Playground</strong></td>
<td>Always wear a hat outside</td>
<td>Make healthy choices</td>
<td></td>
</tr>
<tr>
<td>Allow others to participate in prayer</td>
<td>Be reverent and prayerful</td>
<td></td>
<td>Care for Church property</td>
</tr>
<tr>
<td>Enter and leave Church silently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Church</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give people privacy</td>
<td>Always walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use quiet voices</td>
<td>Wash hands</td>
<td></td>
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<tr>
<td></td>
<td>Leave the toilet promptly, no playing in the toilet</td>
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<tr>
<td><strong>Toilets</strong></td>
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Pastoral Care, Behaviour Management & Anti-Bullying Policy
Last updated: March 2015
ANTI BULLYING POLICY

Purpose
At St Rose believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we students, staff and parents all share a responsibility for preventing it.

This policy builds on the St Rose Pastoral Care and Behaviour Management Policy to provide clear procedures and strategies to prevent, reduce and respond to bullying.

Policy Framework
Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice. In witnessing Christian values we reject ideas, beliefs and behaviours which marginalise or victimise people.

Definition
Whilst there is no universally accepted definition of bullying, there is general consensus that bullying behaviour:

- is deliberate and often repeated
- intends to cause fear, distress, hurt or harm to another
- is action by a more powerful individual or group over a less powerful individual or group

What is Bullying?
Bullying is when a student or group keep on picking on another student. They try to hurt their body, feelings, property, reputation or social acceptance. This behaviour is repeated and directed towards the same person. A fight or disagreement between equal students isn't bullying.

Bullying takes many forms, all of which will cause distress. Examples of bullying include:

- Physical hitting, pushing, tripping, kicking, spitting on others etc
- Verbal teasing, using offensive names, ridiculing, spreading rumours etc
- Non-Verbal writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures etc
- Exclusion - deliberately excluding others from group, refusing to sit next to someone etc
- Extortion - threatening to take someone's possessions, food or money etc
- Property stealing, hiding, damaging or destroying property etc
• Cyber- any form of bullying which is carried out through electronic means such as email, chat room, isms', web page etc

How do we prevent bullying at St Rose School?
Research suggests that prevention strategies that involve the whole school community; students, staff and parents are more likely to reduce bullying. Therefore, at St Rose School we recognise that we all share the responsibility to prevent bullying. The Christian values which represent the antithesis of bullying will be taught explicitly, continually modelled, clearly demonstrated and generously affirmed across all facets of school life.

At St Rose School we adopt the following strategies to prevent bullying:

> Explicit teaching of positive behaviours embedded within the curriculum addressing positive relationships, conflict resolution, resilience, bystander action etc
  - Positive Behaviours For Learning (PBL), Peer Support Program, PDH Resource (Diocese of Broken Bay)

> Regularly recognising and acknowledging students who demonstrate appropriate behaviours that promote and restore right relationships
  - Student of the Month
  - PBL focus highlighted in weekly merit awards
  - PBL focus highlighted at daily assemblies

> Vigilant classroom, playground and transition supervision
  - Teachers are to actively supervise children at all times.
  - Teachers should note supervisory duties for the day and turn up promptly to duty.
    - Relief teachers are informed of school rules and relevant information relating to playground behaviour and expectations
    - Teachers are asked to be aware of playground ‘hotspots’ — toilets, stairwells, canteen area and visit these areas regularly throughout their supervision duty.
    - Teachers collect, record and analyse data relating to bullying behaviours
    - Non punitive time out arranged for specific students in office area to avoid escalation of inappropriate behaviours (on a needs basis)

> Provision of safe and structured playground spaces and activities at break times
  - Well supervised playground with easily identified teachers in fluro vests
    - Provision of a variety of lunchtime activities e.g. lunch club, Rock and Water, knitting club, library, debating, chess, band etc
    - Timetable for new adventure playground
    - Splitting of second half lunch duty to back playground for Infants and Primary on allocated days
At St Rose students are encouraged to:
- take positive action to stop the bullying if they are involved in an incident e.g. ABC STRATEGY, Hassle Box Form
- report the bullying incident to a teacher as soon as possible
- make it clear to their peers that bullying is not accepted
- take positive action if they observe an incident e.g. report to a teacher and/or tell the student who bullied to stop

At St Rose, staff are expected to:
- take positive action to stop the bullying when they observe an incident e.g. investigate the incident and if needed remove the student who bullied from the area
- fill in 'time-out' slip when an incident occurs and send slip with child to the principal to sign and send home to parents.
- pass on information about any reported or observed bullying behaviours to the Principal / Assistant Principal / classroom teacher (if occurring on the playground) for further action

At St Rose parents are encouraged to:
- listen to their child and encourage their child to speak to their teacher /teacher on duty at school if an incident occurs
- contact the school if they have a concern

How do we respond to bullying at St Rose School?
Bullying is viewed as a major breach of the school rules and behavioural expectations and therefore follow up action will align with our School's Behaviour Management Policy (PBL).
Any reports of bullying will be investigated and appropriate action will be taken promptly.

The response to bullying will include:
1. guidance and other support for the recipient of the bullying (e.g. re-skilling and re-teaching of strategies, resilience and social skills, counselling, conflict management skills, social networking, Dolphin, Shark, Jellyfish strategy, Bibliotherapy etc)

2. guidance and support for 'bystanders', 'supporters' and witnesses of the bullying (e.g. intervention strategies e.g. Dolphin, Shark, Jellyfish strategy, Bibliotherapy)
3. age appropriate and consistent sanctions for the student who bullied e.g. PBL Classroom and Playground Procedures

4. interventions and support for the student who bullied included in a Behaviour Support Plan 'Students Presenting Challenging Behaviours Plan (e.g. specific interventions developed to reduce the bullying behaviour, teaching of replacement behaviours, reinforcers etc)

5. informing parents and involving them in any action and follow up

Procedures for investigating bullying and follow up

- Preliminary Interview(s) will be conducted to ascertain the specific nature of the bullying. These interviews should be with individuals initially (i.e. student being bullied, students witnessing bullying, student engaging in bullying behaviour, staff etc)

- The initial interviews should focus on the safety of individuals. This should include:
  - a clear statement on the consequences if the bullying continues or if there are any reprisals as a result of the reporting of the incident
  - immediate preventative actions that will be implemented to avoid further incidents.

- Decisions will be made as to the level of severity of the incident and whether the parents of those involved need to be informed.

- Follow up interviews should focus on appropriate strategies to assist and support all involved within a Behaviour Support Plan Students Presenting Challenging Behaviours Plan. This Plan will specifically identify the inappropriate behaviours, name the replacement behaviours, outline strategies to support the replacement behaviours and reinforcers (both negative and positive) when behaviours occur.

- A record of the separate interviews should be kept.

- Regular monitoring and follow up with the students involved is necessary (e.g. daily, prior to and after break times etc)

- Review of the Behaviour Support Plan/ Students Presenting Challenging Behaviours Plan will take place to modify strategies and supports.

- Any further recurrence of bullying will require advice sought from the Catholic Schools Office (CSO) Policy and Procedures.