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# St Mary's Pastoral Care Policy

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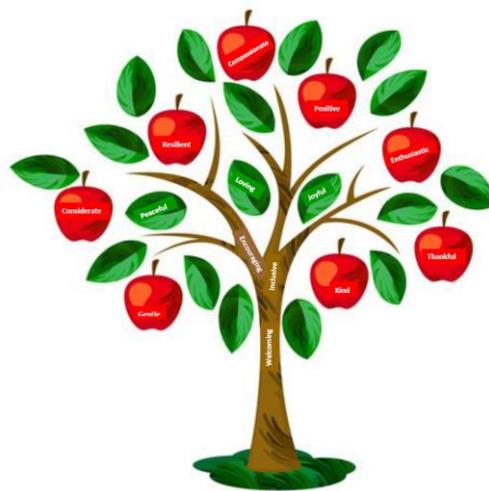


**St Mary's School Vision Statement**

*Branch out, Blossom and Grow at  
St Mary's.*

**School Mission Statement**

Branch out and aspire to achieve your best.  
Blossom an enthusiasm for learning.  
Grow in gentleness and compassion like our  
Patron Saint Mary.



**KINDERGARTEN TO YEAR 6.**

The Student Pastoral Care Policy at St. Mary's School encompasses the activities of the school which are directed towards, or contribute to, the spiritual, physical intellectual, emotional moral and social well-being of each individual student.

***Purpose***

This policy outlines the principles and procedures for staff, students and parents/carer of St Mary's School for the wellbeing and those underpinning principles that promote 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)*





### *Related Policies*

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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 adaptations of CEO Policies that are incorporated in this policy.

[www.ceocg.catholic.edu.au/policies](http://www.ceocg.catholic.edu.au/policies)

### *Definitions*

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#### **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 sequences of events that happen daily and weekly.

**Corporal punishment is expressly prohibited in this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.**





**THE AIMS OF THIS POLICY ARE ...**

- To develop a supportive Catholic School Community in which the decisions and actions are formed by the model given to us in the person of Jesus.
- To focus on appropriate behaviour.
- To develop a whole school approach toward behaviour.
- To skill the children so that they can deal effectively with a situation and continually reinforce their skills by reinforcing positive behaviour.
- To be consistent, so that staff, students and parents/carers are all aware of the policy and its implications.
- To promote self-discipline and develop in the students a sense of personal responsibility, self-reliance and self-esteem.
- To give a clear chain of events for good behaviour that is followed systematically, fairly and consistently.
- To develop clear expectations of individual responsibility and develop sound conflict resolution skills for each student.

**The Pastoral Care Policy at St. Mary's School encourages the students ....**

- To be self-disciplined.
- To act in a responsible way because each person is responsible for own actions and decisions.
- To respect the rights of others.
- To co-operate with other students, teachers and the school community.
- To seek advice and help when it is needed.
- To be a positive member of the school community by caring for the welfare of others, by being tidy in personal and work habit, and by dressing in correct school uniform.
- To form worthwhile relationships with others and to value other people even though they might be different than you.

**The values of 'Making Jesus Real' (MJR) are incorporated into the Pastoral Care Policy at St Mary's which encourages students to:**

- Show care and compassion
- Respect, honesty and trustworthiness
- Tolerance and
- Inclusion

**These values also encourage students to:**

- Do their best
- Treat others fairly
- Be responsible for their actions
- Follow principles of moral and ethical conduct and
- Stand up for the rights of others.





**Students are encouraged to:**

- be a W.E.S.T person (Welcome, Encourage, Sorry, Thanks)
- consider the way they Great, Treat & Speak (GTS) to others
- be a 'happy chappie'
- believe in themselves
- look for God Moments
- develop resilience
- be 'Winners & Grinners'
- be Tolerant, Understanding and Patient (TUP)

**Classroom Management**

Well managed classrooms are most likely to exist when:

- Clear expectations of each student's rights and responsibilities are explained, taught and regularly reviewed.
- Teachers consistently acknowledge all students.
- Students participate in the management of the classroom - they do regular jobs, have input on classroom rules. Together staff and students set the rules and displayed prominently in the room.
- Teachers will have the discretion to remove apples when deemed necessary
- In K/1, apples may be given out throughout the day
- In Years 2-6, 3-5 apples will be given out at the end of the day as recognition of consistent positive behaviour throughout the day.



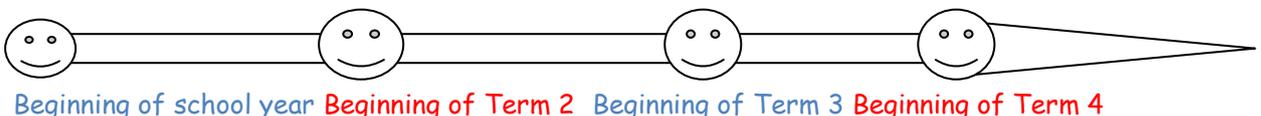


### *Core Principles Underpinning Pastoral Care at St Mary's*

<b>RIGHTS OF STUDENTS</b>	<b>RESPONSIBILITIES OF STUDENTS</b>
I have the right to be happy and to be treated with understanding.	I have the responsibility to treat others with understanding, not to laugh at others, tease others, or to try to hurt their feelings.
I have the right to be treated with respect and politeness.	I have the responsibility to treat others politely and with respect.
I have the right to disagree in an appropriate manner.	I have the responsibility to respect authority of the teachers. If necessary, I should be able to disagree without being disagreeable.
I have the right to be safe.	I have the responsibility to make the school safe by not threatening, hitting or hurting anyone in anyway.
I have the right to expect my property to be safe.	I have the responsibility not to steal, damage or destroy the property of others and to take care of my own property.
I have the right to obtain maximum benefit from all lessons - other students will not deprive me of this by their behaviour.	I have the responsibility to co-operate with teachers and students.
I have the right to have a pleasant, clean and well maintained school and playground.	I have the responsibility care for the school environment to keep it neat and clean and to put rubbish in the bin.
I have the right to be provided with a school in which I am not in any physical danger.	I have the responsibility of telling teachers about any defective buildings or fittings and anyone damaging them. I have the responsibility to play in the right area.
I have the right to request changes through the Year 6 Leadership Meetings.	I have the responsibility to contribute positively to the Year 6 Leadership Group.
I have the right to expect the local community to support, respect and have pride in our school.	I have the responsibility to behave so that the community will respect the school.

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.



*Branch Out, Blossom and Grow at St Mary's*





## **EXPECTATIONS**

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The School Wide Expectation 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, MJR and PDHPE curriculum
- Reinforcement of acceptable social skills/behaviours by staff during classroom and non-classroom activities and at any school activity both in the school and the community.
- Behaviour expectations reinforced through School Counsellor classroom visits.

## **RESPONSIBILITIES**

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### **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

### **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. Mary's have the following responsibilities to:

- Ensure all speech and behaviour displays a Christian attitude towards others
- 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 will be addressed by teachers, executive members, the Principal and parents.

### **Responsibilities of Parents/Carers**

*"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. Mary'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.
- Promote the school positively in the community.
- Address all suggestions/problems to the classroom teacher. If not resolved refer to the Principal. 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."  
(1 John 3:18)*

St Mary's has adopted the following procedures for both rewards for positive behaviour and consequences for major breaches of behaviour....

- Individual classroom reward systems
- Individual 'Apple Trees'-students are rewarded with 'apples' for positive behaviour aligned with the school vision statement.
- Whole School Apple Tree located in weathershed for positive behaviour eg lining up quietly, clean lockers etc
- Whole School Prayer-weekly
- Weekly Principal Award for positive behaviour noted by Principal.
- Year 6 Leadership Awards at class assemblies-chosen by Year 6 leadership group per term.
- Student of Week Award-selected by individual class teachers
- Record of Behaviour Book (ROBB) located in the staffroom. This book is used to track breaches of classroom and playground behaviour.
- Community Service for students who continue to breach behaviour.
- Coloured book system for individual students where lack of improvement in behaviour is continuously recorded.





### WHOLE SCHOOL POSITIVE BEHAVIOUR APPROACH: APPLE TREES:

In alignment with the school vision statement 'Branch Out, Blossom and Grow at St Mary's' each individual student has been given their own 'apple tree'. The students are rewarded with 'little apples' when positive behaviour is displayed eg including others in play, positive attitude, caring for friends etc. When a child collects 8 apples they receive a special apple merit award. When 3 full apple trees are achieved eg 24 apples or 3 merits the student is presented with a 'Bonza Award'. The students continue collecting apples and are rewarded as follows

1. 8 apples (1 full tree = 1 merit card)
  2. 24 apples (3 full apple trees/3 merit cards) = Bonza Award
  3. Another 16 apples (6 full trees/6 merit cards)=Gala Award + reward (eg Fruit based icy pole)
  4. Another 8 apples (9 full trees/9 merit cards)=Golden Delicious Award + reward (Canteen voucher)
- Teachers are responsible for keeping track of student awards.
  - Teachers are to inform students as to the reason they are receiving the apple to further encourage behaviour.
  - Try to relate positive attributes to MJR program eg for being a W.E.S.T person.

### WHOLE SCHOOL APPLE TREE:

A large version of the apple tree is located in the weather shed. Apples are placed on this tree when the whole school works towards achieving positive behaviour eg everyone lines up quietly in the weather shed, all bags are located in lockers, papers are picked up and shed tidy. When 8 apples are placed on tree the students receive 5 minutes extra play at recess or lunch that day.

### TO ACHIEVE 'APPLES' STUDENTS WOULD DEMONSTRATE THE FOLLOWING VALUES:

**Encouraging, welcoming, inclusive, positive, resilient, thankful,  
enthusiastic, considerate, kind, peaceful, loving joyful and compassionate.**





### *CONSEQUENCES FOR INAPPROPRIATE BEHAVIOURS*

Students need to be guided to work towards a successful resolution without feeling threatened but rather challenged and empowered to respond positively. When a student's behaviour needs adjustment the following procedures will be implemented. The following behaviours are evidence that the school rules have been broken (breached). Therefore consequences will be incurred.

❖ *The following table shows major problem behaviours:*

	<b>Area</b>	<b>Major</b>
<b>Be Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>• Continuous non-compliance</li> </ul>
	Play	<ul style="list-style-type: none"> <li>• Throwing objects in dangerous ways that can cause harm</li> <li>• Possession of weapons</li> </ul>
	Physical contact 'Hands off' rule	<ul style="list-style-type: none"> <li>• Serious physical aggression including tackling</li> <li>• Pushing, tripping, choking, kicking, punching and shoving with intent as to cause physical harm</li> <li>• Fighting</li> <li>• Harassment including being in other's personal space</li> </ul>
<b>Be Responsible</b>	Class tasks	<ul style="list-style-type: none"> <li>• Continuous non-compliance with teacher direction.</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>• Continuous non-compliance with placing rubbish in the appropriate bin</li> </ul>
	Being in the right place	<ul style="list-style-type: none"> <li>• Leaving class without permission (out of sight)</li> <li>• Leaving school without direct adult permission</li> </ul>
	Following instructions	<ul style="list-style-type: none"> <li>• Continuous non compliance</li> </ul>
	Dishonesty	<ul style="list-style-type: none"> <li>• Stealing from other students bags</li> <li>• Stealing personal items from other students or staff members</li> <li>• Stealing money</li> <li>• Stealing from canteen</li> </ul>
	Electronic Devices	<ul style="list-style-type: none"> <li>• Use of a mobile phone, iPad in any part of the school for voicemail, email, text messaging or filming purposes without authorisation or major breach of the school iPad policy.</li> </ul>
<b>Be Respectful</b>	Language	<ul style="list-style-type: none"> <li>• Offensive language (this includes hurtful comments, swearing)</li> <li>• Continuous putdowns - i.e. name calling, teasing and jokes and innuendo</li> <li>• Aggressive language (back chatting staff/adults)</li> <li>• Verbal abuse</li> </ul>
	Property	<ul style="list-style-type: none"> <li>• Stealing / major theft</li> <li>• Wilful property damage</li> <li>• Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>• Major disruption to class</li> <li>• Blatant disrespect</li> </ul>





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|--|---|
|  | <ul style="list-style-type: none"><li>• Major defiance</li><li>• Persistent exclusion of others</li></ul> |
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### *Teachers Role*

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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 when a minor breach of behaviour occurs.
- 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.
- Ensure, 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 if major behaviour breaches have been established (see Consequences Map)
  - Students complete a Reflection sheet when placed on a coloured card system as outlined below.

### **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.

### *PROCEDURES FOR RECORD KEEPING*

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Teachers have individual class systems in place to promote positive behaviour and/or help students identify when their behaviour needs to improve. Continuous disruption to class routine will result in behaviour being recorded in the ROBB book (located in the staffroom).

### **Record of Behaviour Book (ROBB)**

If a breach occurs in the **classroom** or on the **playground** the breach will be recorded on a Behaviour Tracking Sheet that is kept in **"The Record of Behaviour Book"** located in the green folder in the staffroom. The information will include:

- The child's name
- The specific breach of behaviour
- The date
- Time
- Prior to incident
- Follow Up
- Teacher on duty





### BEHAVIOUR TRACKING SHEET - STUDENT UNDERSTANDINGS

Children know and understand that:

- ✚ The purpose of the Behaviour tracking sheet and that it will begin any time they are spoken to for major level behaviour infringements
- ✚ Breaches for breaking the rules will be recorded.

**NB:** Time outs are given for minor behaviour breaches. **This is in the form of a sit out period for 5-7 minutes in view of the 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.

- ✚ Repeated major problem behaviours are recorded in the ROBB folders to establish any emerging patterns of behaviour and times these occur for further investigation.
- ✚ After three major problem behaviours breaches have been recorded in a week, a student will be given a reflection sheet followed by a 'Community Service' activity to perform eg picking up papers, sweeping out weather shed etc
- ✚ If three community services have been issued to one student in one month the student will begin on a coloured behaviour book.
- ✚ There are three levels of Behaviour cards- *Blue, Orange* and *Red* (see below for details).
- ✚ Parents will be contacted in regard to the reasons their child has been given a behaviour card.
- ✚ Behaviour to be reviewed by Exec Staff at weekly exec meeting. Exec make recommendations for students to be placed on Blue/Orange/Red card from weekly recordings in ROBB and action plan to be developed.

#### **Blue Book:**

- ✚ Blue Card-the student has performed five Community Service activities and improvement in behaviour has not been observed/recorded the student will be issued with a Blue Book. .
- ✚ The student will have this book with them for ONE week (minimum) or two weeks (maximum).
- ✚ A blue card will be filled in with the reasons why the student has been placed on Blue' level. Details will be placed in student's file.
- ✚ The student will be issued with a Blue Book that will be carried with them to every lesson as well as playtime for staff to record behaviour.
- ✚ The student will be asked to fill in a Reflection sheet when they are first issued with the Blue Behaviour Book. (see appendix )
- ✚ The student who has been issued the Blue Behaviour Book is responsible for ensuring the book is with them at all times.
- ✚ The student must have a daily meeting with the Principal/staff member at approx. 2.50pm to discuss behaviour and comments recorded daily.





### Orange Book

- ✦ Orange Book-3 Major breaches of behaviour continue to be recorded in ROBB and the child has already been on Blue Book.
- ✦ This book will be issued for 4 weeks.
- ✦ Parent/carer to be called in for a meeting to discuss behaviour.
- ✦ Student will be recommended to see school counsellor.
- ✦ The student will have lunchtime time out period for up to one week with community service to be completed. (discretion of teacher)
- ✦ Student to complete reflection sheet on their behaviour.

### Red Card

- ✦ Red Card- major breaches of behaviour continue to be recorded in ROBB and the child has already been on a Blue book and an Orange book.
- ✦ The student will be issued with this book for one term.
- ✦ Parent/carer to be called in for a meeting to discuss behaviour and implement some personal goals and an individual behaviour plan. Parents will be asked to meet regularly with the teacher to discuss behaviour plan eg fortnightly/monthly etc
- ✦ Students will have privileges withdrawn eg school leadership badge/excursions/carnivals/etc at the Principal and class teacher discretion.
- ✦ Student will continue to see school counsellor.
- ✦ The student will have lunchtime time out period for up to two week with community service to be completed. (discretion of teacher)
- ✦ Student to complete reflection sheet on their behaviour.

### ANGER MANAGEMENT/BEHAVIOUR

*All students have access to 'Calm Card' in their classrooms. Calm Cards enable students a 'pass out' of the room if they feel they need a break eg anger management/behaviour etc*

*Student shows the 'Calm Card' to office/exec staff and are then required to follow the procedure on the back of the card eg take deep breaths, get a drink, go for a walk etc. (Max 10 minutes out of room)*

*A Calm Box is located in the Principal's Office which they also may have access to. The Calm Box contains items that will help the students achieve a calmer state eg bubble wrap, bubble mix, toys etc*

*Students return to their classroom when they feel calmer or more in control of behaviour.*

*Continuous Minor or Major Problem Behaviour Procedures*

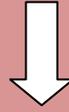




**Minor Behaviour**  
Not complying to expectations linked directly to rules

**Observe problem behaviour**

**Major Behaviour**  
Not complying to expectations linked directly to rules



Find a place to talk No **Is the behaviour major?** Yes Ensure safety of all children and self

Name problem behaviour "That is unsafe or ..."

Record incident both in class and on playground on behaviour tracking sheet.

Physical time out (sit out) at time of incident in weather shed or in teacher's clear view  
  
Record behaviour on tracking sheet if continuous reminders are given for minor breaches of behaviour.

**Problem Behaviour Consequence Sequences**

3 major breaches of behaviour in one week=Community Service Reflection sheet is filled in by child.  
  
3 Community Service in one month = coloured behaviour book

After Time Out, provide choices - "You can or you can ..."  
  
Put it back on the student "So, what's the plan?"

Coloured book decided by Exec staff. Coloured note slip sent home to parents re child's behaviour.

Did child comply?

**No**

Child may be issued with Blue, Orange or Red book with varying consequences.

Yes  
Provide acknowledgement to student for demonstrating correct behaviour

If child does not comply - a pattern is seen emerging in tracking sheets ... in folder

Child is to present coloured book to exec staff member at end of day and record any comments in book.

Coloured Card slip is given to student, parents phoned; executive member to follow up with coloured behaviour book issued to student. Behaviour recorded on daily basis. Exec member to decide when child is ready to come off book and

Executive members are to follow through if major problem behaviour continues with student If a Red book is issued ...  
**Privileges will be withdrawn**  
**Next excursion not attended etc**

For suspension and expulsion the school follows CEO Policy guidelines

Parents will be notified and a meeting called to discuss the breach and a personal behaviour plan put in place for the student. If the Behaviour Plan needs further adjustments parents will be included in those discussions. Individual plans modified to suit a particular student will be considered.





Appendix 1

**Reflection Sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ am/pm

1. What were you doing that was wrong?

\_\_\_\_\_  
\_\_\_\_\_

2. What should you have been doing?

\_\_\_\_\_  
\_\_\_\_\_

3. Who was affected by your actions/words?

\_\_\_\_\_  
\_\_\_\_\_

4. What are you going to do now?

\_\_\_\_\_  
\_\_\_\_\_

5. Draw or write about the situation:

[Large empty box for drawing or writing]

Signed: \_\_\_\_\_

Teacher's comments

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Date: \_\_\_\_\_ Principal: \_\_\_\_\_





POLICY DATES			
<i>Reviewed</i>	2015		
<i>Next Review Due</i>	2016		
POLICY AUTHORISATION			
<i>Principal</i>	Mrs Christine Baron	<i>Signature</i>	



