



Sacred Heart Primary School

Pearce, ACT

Nurturing Hearts, Minds and Spirits

Pastoral Care and Welfare

Related Policies

- *Student management (discipline)*, Catholic Education Office
- *Restraint of students*, Catholic Education Office
- *Legal responsibilities and authority*, Catholic Education Office
- *Exclusion, expulsion and transfer of students*, Catholic Education Office
- *Suspension of Students Sacred Heart Primary School*

Purpose

To provide guidelines for all staff and the community ensuring that:

- all behaviour management procedures are based on Gospel values and the Sacred Heart Vision and Mission
- there are consistent expectations of student behaviour
- there are consistent responses by all staff members in encouraging positive behaviour and managing negative behaviour
- the development of any individual aspects of behaviour management in individual classrooms by individual teachers are aligned to the whole school approach

Definitions

Corporal Punishment:

Corporal punishment of a student means physical force applied to punish or correct, and includes any action designed or likely to cause physical pain or discomfort taken to punish or correct (Education Act, 2004)

Rationale

Sacred Heart Primary School is a community shaped by the teachings of Jesus Christ. As such, we want our school to be a happy place; a warm and safe environment where shared beliefs, consistent expectations and a framework for support encourage each individual to grow and learn.

Principles

At Sacred Heart Primary School we believe that:

1. Students, staff and parents in our school:
 - should feel valued
 - have a right to feel safe and happy
 - have responsibility for the care of others.
2. All Students have a right to learn and all teachers have a right to teach.
3. All staff share responsibility for all students and in our conversations we are mindful of the value of each person.

4. Parents are the primary caregivers and we work to support them in the care of their children.
5. Students are best supported when home and school work together
6. Encouragement and affirmation support positive behaviour choices.
7. Clear and consistent expectations and consequences encourage individuals to take responsibility for their own behaviour.
8. We believe that the behaviour is unacceptable when it:
 - Interferes with the rights of others
 - Is dangerous to self, others or property
 - Is inconsiderate or offensive.
9. When dealing with inappropriate behaviour we use logical consequences (where possible) rather than punishment.

Corporal punishment is never acceptable.

The achievement of these principles must take into account the related aspects of student welfare and management:

Preventative Action: to prevent unnecessary disruptions.

Corrective & Supportive Action: to correct and support.

Preventative Action

Making Jesus Real

Making Jesus Real is enacted at SHPS to help gain and maintain a positive attitude to life through developing people and life skills.

The program is linked to the school values and each teacher has a handbook of the program to support its implementation across the school.

School Values

Each term we have a school value to focus our thinking and support positive relationships. We have a prayer celebration to open up the value and explore ways in which we can demonstrate this value in our daily lives.

Peer Support Program

Outcomes

- building **positive relationships**
- developing **skills**
- enhancing **mental health**
- taking **personal responsibility**
- fostering **lifelong learning**
- developing **key concepts**
- encouraging **participation**

During the following weeks we award children in the school for showing this value in their day to day actions and interactions.

Each year the REC coordinates the whole school planning for these programs.

To affirm and encourage Positive behaviour SHPS has an Award system.

AWARDS

Class Awards

Class Awards, in the form of a Merit Certificate are given to students in recognition of their academic and social development each Friday at Morning Assembly. Names of those students receiving awards are placed in the Newsletter on the Thursday to encourage parents to celebrate with their child. All awards are included in the school newsletter each week.

Awards need to be ready for presentation by 8.40am Friday morning.

Teachers are asked to record the number and nature of awards given to their students and ensure that all children receive an award each term.

Week 1	Week 2	Week 3	Week 4	Week 5
Free Choice	English	Religious Education	Maths	Free Choice
Week 6	Week 7	Week 8	Week 9	Week 10
The Arts	Music/Italian	PDHPE	History/Science	Free Choice

Value Awards

Value Awards are also awarded to students in each class when they display the focus value through their actions in the community. These are awarded on merit and presented for a nominated number of weeks following the value prayer celebration.

Principal Awards

Principal Awards are given to students to recognize achievements, exceptional performances or outstanding contributions to community or school life.

Teachers and students are encouraged to nominate students for Principal's Awards by writing a note to the Principal with the details.

- Explicitly teach Sacred Heart Primary School Rules
I try to live like Jesus, so
 - ✓ I respect the gift of life
 - ✓ I respect the right to learn.
 - ✓ I respect myself and others
- Early in the year teachers and students work together to construct a **CLASS VISION** and use the school rules to develop age appropriate **Rights** and **Responsibilities**. These are displayed in the classroom, communicated with parents and referred to during the year.

Rights and Responsibilities

We all have the right to ...	We are all have a responsibility to try to live like Jesus so ...
feel valued	we respect the gift of life
learn / teach	we respect the right to learn
feel safe and happy	we respect myself and others

- Teachers establish:
 - ✓ clear expectations about work, tasks etc based on whole school focus;
 - ✓ common language;
 - ✓ a well planned and attractive classroom (seating movement capability), access to equipment, clearly labelled cupboards etc;
 - ✓ teaching program that caters for the needs of all students;
 - ✓ the use of positive reinforcement and acknowledgement of on task behaviour;
 - ✓ a positive classroom tone.
 - ✓ clear expectations of expectations in the corridors and on the playground

- Establish **CLASSROOM MEETINGS**, (especially Stage 2 & 3)
- An integral part of our Sacred Heart Student Welfare and Behaviour Management Policy is Karen Boyes “**Above the Line**” approach to maintaining positive attitude to behaviour modification. Karen’s model helps build student self esteem and empowers individuals to engage in peer relationships more effectively.

People who live ABOVE the line are people who are in charge of their situation; they have **o**wnership of what they do and say, they are **a**ccountable for their actions, and they take **r**esponsibility for what they do (**OAR**). The behaviours that are discouraged are evident when people go to sleep about their actions; they **b**lame others, they make **e**xcuses and they have **d**enial about their part in a situation (**BED**).

When we ask the student to move their talk above the line we are asking them to own their own behaviour and to understand that making mistakes and being responsible is part of building effective and rewarding relationships with others. Negative comments turn into statements such as “I did that because I was annoyed”, “I made a mistake, I’m sorry”.

- Parents are encouraged to make appointments to see teachers to discuss important issues as they arise.
- In each Kindergarten and Stage 2 class students become familiar with the **STOP THINK DO** program which provides a framework for them to manage their behaviour in difficult situations.

We use **Stop Think Do**, a social skills program adapted for the Early Years of primary school by Allyson Adderley. It is taught explicitly by classroom teachers in Kindergarten to Year 2 and reinforced and referred to at a whole school level. It uses the symbol of traffic lights to assist students take responsibility for their own behaviour.

STOP (red) Define the Problem,
 Recognise Feelings,

THINK (orange)	Define Goals Generate Solutions Evaluate Consequences
DO (green)	Choose Solution initiate Action.

Students are taught to differentiate between the following types of behaviour:

COOL	politely assertive and confident
WEAK	passive and lacking confidence
AGGRO	pushy and aggressive.

- In teachers' duty bags there is a card which outlines the STOP THINK DO process/ Restorative Justice Questions.
- Students are encouraged to explore effective ways of handling themselves in difficult situations.
- Each class has an area for **TIME OUT** for students who are having difficulty managing their own behaviour.

Time Out is part of the support we offer students who are finding it difficult to cooperate. Each teacher identifies a spot in the classroom for a student to have some time away from the group. Teachers make it clear to students what is expected of them while in Time Out and materials are prepared.

- We have adopted the **Restorative Justice** process to complement the Stop, Think Do Social Skills program. This process allows teachers and students to focus on the harm caused by actions rather than on individuals.

The process offers the opportunity for the person harmed to tell their story and have questions answered and for offenders to take responsibility for their actions and offer to make amends.

Questions to be asked

- What happened?
- What were you thinking about/at the time?
- Who has been harmed?
- What can we do to make it right?
- What can be done to make sure this doesn't happen again?

Teachers guide students towards an agreed solution that can be put in writing if necessary for follow up.

Considerations:

- Be aware of what we say, how we say it, when a student is disruptive or off-task;
- Tactically ignore some behaviours;
- Question casually or directly;
- Give simple directions or warnings;
- Defuse or redirect potential conflict;
- Remind or restate classroom rights and responsibilities regularly;
- Give simple choices;

- Listen to students and give them the opportunity to tell their account of the story;
- Re-establish and rebuild working relationships;
- Review our practice or the environment in which the behaviour is happening;
- From time to time there may need to be targeted programs to address specific issues that may arise
- Apply a team approach to solving approach to behaviour problems; and
- Use external agencies including CEO and Catholic Care services. Id applicable.

Corrective & Supportive Action

When behaviour <ul style="list-style-type: none"> • Interferes with the rights of others • Is dangerous to self, others or property • Is inconsiderate or offensive. 	
Classroom	Playground
Step 1 – Warning Classroom teacher to establish how this will work.	Step 1 - Warning
Step 2 - Thinking Time Within the class for a short period whilst continuing with the class activity.	Step 2 – Thinking Time – with the teacher Walk with teacher on duty.
Step 3 - Time Out in Class. Not part of the class and not provided with work to complete. The STOP THINK DO prompts / Restorative Justice Questions are sent with them. A special timer may also be used. Students need to be ready to share their thinking when they return.	Step 3 – Time Out on the playground Sit on designated isolation area – decided by teacher to suit the needs at the time. They are given the STOP THINK DO prompts/ Restorative Justice Questions. Students need to be ready to share their thinking when the teacher is ready.
Step 4 STOP THINK DO session supervised by a member of the Leadership Team at lunchtime on the rostered day. During these sessions students will be given opportunities to develop the social skills they need to make positive behaviour choices.	Step 4 STOP THINK DO session supervised by a member of the Leadership Team at lunchtime on the rostered day. During these sessions students will be given opportunities to develop the social skills they need to make positive behaviour choices.
Step 4 – Reflection Time out of class Time Out Sheet will be completed during this time and once completed, it will be signed by the class teacher, stage coordinator - sent home, signed by parent and returned. Classroom teacher places a copy in Time out File.	Step 4 – Reflection Time Out off the playground Time Out Sheet will be completed during this time and once completed, it will be signed by the class teacher, stage coordinator - sent home, signed by parent and returned. Classroom teacher place a copy in Time Out file.

Parents are contacted by Teacher or Coordinator
<p>Step 5 – When the above processes are not working or there is a serious breach of the school rules a Personal Behaviour Management Meeting is organised - Parents contacted by Principal</p> <p>A Personal Behaviour Management plan is developed with parents, child, teacher and Principal.</p>
<p>NB. A Red Card will be sent to the Front Office if the child refuses any of the above steps OR if there is a serious breach.</p>
<p>Step 6 – In School Suspension</p> <p>If there has been no improvement in behaviour or when there is a serious breach of student conduct the student can be given an in-School suspension. An In-School suspension requires the student to be placed in a designated place, under supervision from the Leadership Team. Students are also removed from their peers during recess and lunch and prohibited from going to the Tuckshop.</p> <p style="text-align: center;">Parents contacted by Principal by phone and in writing.</p>
<p>Step 7 – Suspension</p> <p>Suspension means that a student is required to leave Sacred Heart Primary School for a specified period of time and that the student's return is subject to a review of enrolment meeting. Parents of the suspended student are to be made aware orally and in writing by the Principal. The CE is informed on the appropriate form from the Intranet - Staff Services/Policies</p>
<p>Step 8 – Exclusion</p> <p>The exclusion procedure, as outlined in the CE Policy and Procedures Manual, will be used if all previous means are unsuccessful.</p>

Suspension

When a student returns to school following a period of suspension, the school will provide appropriate support and developmental programs, which will enable the student to re-establish his/her reputation in a positive sense and resume normal activities as a full member of the school community. This may take the form of a reintegration interview where the Principal and Assistant Principal set out the expectations of the return to school to both the student and his/her parents. The school staff, the student and the parents all have responsibilities to assist with the child's return to the class.

Please refer to CEO Policies

[Supervision of children of staff on school premises outside school hours.pdf](#)





[Supervision of Students.pdf](#)

[Child Protection](#)

Rights and Responsibilities

We all have the right to ...	We are all have a responsibility to try to live like Jesus so ...
feel valued learn / teach feel safe and happy	we respect the gift of life we respect the right to learn. we respect myself and others

Classroom Management Process



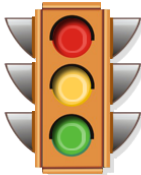

Step 1	Warning
Step 2 	Thinking Time Within the class for a short period of time whilst continuing with the class activity.
Step 3 	Time Out in Class Student moves to the designated spot away from other students but within the class. Student is not part of the class and is not provided with work to complete. The STOP THINK DO prompts / Restorative Justice Questions are sent with them. A special timer may also be used. Students need to be ready to share their thinking when they return.
Step 4 	STOP THINK DO Students attend a session supervised by a member of the Leadership Team at lunchtime on the rostered day. During these sessions students will be given opportunities to develop the social skills they need to make positive behaviour choices.
Step 4 	Reflection Time Out of Class Time Out Sheet will be completed during this time and once completed, it will be signed by the class teacher, stage coordinator - sent home, signed by parent and returned. Classroom teacher places a copy in Time out File. Stage coordinator to ensure sheets are returned and tracked Parents are contacted by classroom teacher
Step 5 Principal –the issue is referred to the Principal and parents are invited to come in for an interview.	

A **Red Card** will be sent to the Front Office if any student refuses any of the above steps

Rights and Responsibilities

We all have the right to ...	We are all have a responsibility to try to live like Jesus so ...
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Playground Management Process




Step 1	Warning
Step 2 	Thinking Time– with the teacher Walk with teacher on duty. Discussion time
Step 3 	Time Out on the playground Sit on designated isolation area – decided by teacher to suit the needs at the time. They are given the STOP THINK DO prompts. Students need to be ready to share their thinking when the teacher is ready.
Step 4 	STOP THINK DO Students attend a session supervised by a member of the Leadership Team at lunchtime on the rostered day. During these sessions students will be given opportunities to develop the social skills they need to make positive behaviour choices.
Step 4 	Reflection Time Out off the playground Time Out Sheet will be completed during this time and once completed, it will be signed by the class teacher, stage coordinator - sent home, signed by parent and returned. Classroom teacher place a copy in Time Out file. Stage coordinator to ensure sheets are returned and tracked Parents are contacted by classroom teacher
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**STOP THINK DO
EARLY STAGE 1 & STAGE 1**

 <p>This is what happened.</p>	<p>I was feeling</p>
 <p>I should have</p>	 <p>I am going to do this to make things right.</p>

Date: _____

Parent: _____

Teacher: _____

Stage Coordinator: _____



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TIME OUT SHEET STAGE 2 & 3

What happened?

What were you thinking about at the time?

Who has been harmed by this action? How?

What I have should done?

What I am going to do to make things right?

Student:





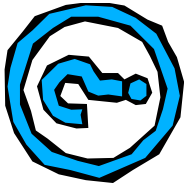
Date:

Parent:

Teacher:

Stage Coordinator:

Discuss: What can be done to make sure this doesn't happen again?

<p>STOP, THINK, DO</p> <p> This is what happened. I was feeling</p> <p> I should have</p> <p> I am going to do this to make things right.</p> <p></p>	<p></p> <p>Playground Think Time</p> <p>Reflection</p> <p>What happened?</p> <p>What were you thinking about/at the time?</p> <p>Who has been harmed?</p> <p>What can we do to make it right?</p> <p>What can be done to make sure this doesn't happen again?</p>
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STATEMENT ON BULLYING

“Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress. It is not considered to be bullying if people of equal power have a difference of opinion. Bullying behaviours impact on the person being bullied, those doing the bullying and those looking on.

Peer Support Australia, 2006

What is Bullying?

Bullying is any recurring / ongoing behaviour – verbal and non-verbal – which serves to intimidate or hurt others, either physically, emotionally or psychologically. Underlying most bullying behaviour is an abuse of power and a desire to dominate.

Bullying can take a number of forms:

Physical: Pushing, kicking, hitting, pinching, fighting, shoving, invasion of personal space and any unwanted touching that is used to harm or intimidate.

Verbal: Name calling, sarcasm, threats, spreading rumours, persistent teasing, putting people down both to their face and behind their backs, intimidating noises, persistently teasing people because of their race, gender, religion, appearance, family or friends, suggestive, abusive or offensive language,

Visual: offensive notes or material either handwritten or electronically generated, graffiti, giving people 'looks' and using non-verbal signs to intimidate them.

Exclusion: deliberately leaving people 'out' of activities or treating them as if they don't exist, spreading rumours, manipulating relationships, ruining friendship, deliberately making social invitations in front of a person that excludes that person, whispering in front of others

Extortion: stand-over tactics, picking on others, threats to 'get' people.

Telephone: repeated phone calls to a student's home with the intention to harass, cause discomfort or spread rumour.

Cyber: using Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone else.

Sexual: including touching or brushing against one in a sexual manner, sexually-oriented jokes, drawings of or writing about someone's morals, unwanted invitations of a sexual nature, and demanding information about someone's private life.

Possible Signs of Bullying

A student may indicate by their behaviour that they are being bullied. Students may:

- Be unwilling to attend school;
- Feel ill in the mornings;
- Begin doing poorly at school;
- Come home hungry;
- Become withdrawn, lack confidence;
- Become distressed and anxious, stop eating;
- Have nightmares;
- Have their possessions go missing;
- Ask for money;
- Refuse to say what's wrong; and
- Become more aggressive and unreasonable.

'Research suggests students who experience bullying behaviours are more likely to speak to their friends about it, making a peer led approach to addressing the issue more appropriate.'

Peer Support Australia

Goals

The goals of the Bullying Statement at Sacred Heart Primary School are to:

- Reinforce the view that bullying is not a tolerable part of school life;
- Provide a safe, happy and positive learning environment for our students and staff;
- Create a supportive climate for victims and break down the code of secrecy;
- Support and help the victim;
- Provide support for the bully to stop the behaviours;
- Offer to provide counselling for the victim;
- Provide counselling services for the bully where appropriate;
- Provide a physical environment which engenders good behavioural patterns; and to
- Move beyond a crisis-management approach to an environment free from abuse.

Strategies

Peer Support Program

Speaking Up

This 8 session module supports students to develop the skills, knowledge and attitudes necessary to make a positive contribution to the creation and maintenance of a safe school environment.

Speaking Up

- is an experiential, skills based learning module designed to engage students as it addresses the issues of bullying behaviours in a whole school context.
- recognises all members of the school community can play a role in reducing the incidence of bullying behaviours.
- is based on the evidence bullying behaviours are learned and have a social context. As a result, new behaviours need to be learned in order to replace those previously demonstrated.

Students are given an opportunity to develop strategies for dealing effectively with bullying behaviours through 2 models:

- **the bullying triangle**
- **turn, talk and tell triangle.**

Speaking Up focuses on developing skills in:

- decision making
- problem solving
- assertiveness
- empathy
- relationshipbuilding.

Aims of Speaking Up:

- identify bullying behaviours
- identify roles in the bullying triangle
- develop strategies
- encourage reporting
- take responsibility
- contribute to a positive school.

Session Content:

- what is bullying?
- beliefs about bullying
- showing support
- helping others
- being heard
- a positive school.

At Sacred Heart

Speak up - When incidents of bullying occur

TELL someone about the bully/bullies until it stops.

Effective telling requires a whole school focus and development of a widespread belief that if you speak up you will be supported.

Speak up- if you know someone is being bullied and support them.

Reports/incidents of bullying will be addressed promptly.

As bullying can occur in any interaction between people in community it is the responsibility of each person to seek effective resolutions of any reports/incidents.

Staff

The staff of Sacred Heart Primary School agree to follow the following protocols:

- Watch for possible signs of bullying
- Follow strategies outlined below

Process for dealing with cases of bullying once reported.

When incidents/reports of bullying come to the attention of staff, the steps listed below will be taken. It is important to note that this is not a sequential list of steps, but a set of guidelines for the process that will be followed. How these guidelines are executed will be a decision made by the staff member or members involved based on their knowledge of each individual case.

It is also important to note that if an incident of bullying is reported to any individual teacher, he/she is responsible for starting the process listed below. The staff member must act and initiate the process and involve other staff as needed.

VICTIM/S	PERPETRATOR/S
<p>Gather initial information from whoever presents to report incident / situation. Check immediately to ensure health and safety of victim/s are taken care of.</p> <p>Meet with victim/s (if there is more than one victim, separate them as soon as possible and meet with them separately)</p> <ul style="list-style-type: none"> √ To discuss series of events √ To inform or reassure them of their rights √ To encourage them to report any future incidents √ To provide feedback on how incident is being or will be addressed and resolved <p>Contact parents and involve them at whatever level necessary as the issue is in the process of being resolved.</p> <p>Meet regularly with victim to check and review progress until issue is resolved</p> <p><i>If deemed necessary, speak to the victim and discuss appropriate bully proofing/ resilience strategies that they can implement to help prevent future incidents.</i></p> <p><i>Counselling</i></p>	<p>Gather initial information from whoever presents to report incident / situation. Meet with perpetrator/s (if there is more than one perpetrator, separate them as soon as possible and meet with them separately)</p> <ul style="list-style-type: none"> √ To discuss series of events ** √ To encourage acknowledgement of the situation and their part in it √ To develop constructive responses that the perpetrator may need to do or have √ To reflect on what has occurred by filling out a STOP, THINK, DO Form √ To develop a plan to change behaviour – an action plan that sets out goals, timelines and shows what is going to take place to help 'make things right' √ Contact parents <p>Complete an Incident Report for school files.</p> <p>Maintain regular contact throughout the resolution process to monitor attitude and behavioural changes with the goal being to prevent future incidents.</p> <p>Reflection Form, when returned to school after signing by parents, is to be filed in student's file in Front Office.</p>

Through these strategies and this process we strive to:

- empower individuals to deal appropriately with unacceptable behaviour
- create a safe and supportive environment
- develop active relationships among all members of the community
- focus on the behaviours of concern and repairing the harm

- develop a community that shares responsibility for the rights of others

Helpful prompts

** In the gathering information phase of the process staff look at –

The past – What happened?

The present – Who is affected? What can be done about it?

The Future – What changes can be made to prevent it happening again?

The procedure focuses on the following five questions:

What happened?

What were you thinking at the time?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

What will you agree to do next time?

Students

Students of Sacred Heart Primary School should be informed and explicitly taught:

- To report all incidents of bullying to a teacher or their classroom teacher, even if they are not directly involved;
- That bullies, victims and witnesses will be required to discuss the incidents with the teacher and /or with a member of the Leadership Team; and
- Ways to avoid bullying and how they can create a safe and happy environment at school.

Parents

Parents/caregivers should be regularly advised to:

- Watch for possible signs of bullying;
- Inform the school of any bullying incidents;
- Talk to their child about bullying; (especially when we are running Peer Support programs
- Encourage their child to report any incident of bullying;
- Listen systematically to reports on bullying;
- Communicate with the school when issues first arise; and
- Work with the school to seek a suitable solution.

Resources

Berne, S. (1999) *Bullying: An Effective Anti-Bullying Program for Primary Schools*. Hawker Brownlow. Australia.

Suckling, A. & Temple, C. (2001) *Bullying: A Whole School Approach*. ACER Press. Australia.

Personal Behaviour Management Plan

Name _____

Date _____

Names of those present at the meeting

This meeting has been called because

- Relevant paperwork attached

Area for change

- ✓ respect the gift of life
- ✓ respect the right to learn
- ✓ respect myself and others

GOALS	What will this look like	How am I going ...

I agree to meet with _____

After each play time At the end of the week

After each learning session At the end of each day

We will meet together again on _____

Signed

Student _____

Parent _____

Teacher _____

Principal _____