



STUDENT WELFARE POLICY

INCORPORATING: BEHAVIOR MANAGEMENT AND PASTORAL CARE

The Vision Statement of St. Andrew's Primary School Werribee states 'the years in primary school should be happy years that allow the child to feel successful and develop skills and talents supported by the pastoral care of the staff and Werribee Parish Community'.

This policy covers the areas of behavior management, including discipline strategies, and pastoral care.

ST. ANDREW'S PRIMARY SCHOOL PASTORAL CARE

THE CATHOLIC EDUCATION COMMISSION OF VICTORIA has stated:-

'It is hoped that school communities will grow in their understanding of Pastoral Care as the distinctive feature of a Catholic school and in doing so contribute to the emergence of an environment that facilitates the development of self discipline. Such an orientation places responsibilities on principals, teachers, parents, students and the wider community to contribute to the process of building and maintaining the climate of Pastoral Care within schools in order that the ideals we have for Catholic education might be realized.'

WHAT IS PASTORAL CARE?

Pastoral Care is reaching out to people within our school community, with the intention of supporting them; making them feel welcome; helping where help is requested; letting people know that they are not alone, that others care even if simply through listening or making them aware that someone is there.

Pastoral Care should permeate the total climate of relationships within the community of the Catholic school.

Pastoral Care has the individual as its focus, and reflects the support, the encouragement, the tender care shown and experience in Christian Communities. It is a caring person-centered philosophy. The challenge faced by Pastoral Care is to deepen the relationship of teachers, students and families.

Pastoral Care recognizes that the rights of all members are respected, with particular care being given to protect the rights of those members of the school community who are less able to protect their own rights. Quality relationships require compassion, tolerance and mutual respect for the rights and privacy of others.

With the increased stress of family life, the Catholic school is being called on to assume a stronger social and religious role and to accept a much greater responsibility. It is therefore St. Andrew's policy to provide whatever support we can to all children, families and teachers in any situation where support is needed.

WHO IS INVOLVED IN PASTORAL CARE?

- * The Staff
- * Parents
- * Parish Priests
- * Students
- * Parish Pastoral Groups
- * Catholic Family Welfare and Professionals.

St. Andrew's Pastoral Care policy incorporates our: -
Positive Discipline Policy
Special Needs Policy
H.I.V. Policy
Social Justice Policy

DISCIPLINE POLICY

The Vision Statement of St. Andrew's Primary School Werribee states 'the years in primary school should be happy years that allow the child to feel successful and develop skills and talents supported by the pastoral care of the staff and Werribee Parish Community'.

St. Andrew's Pastoral Care Policy includes a section on Discipline.

St. Andrew's discipline policy is one, which guides children towards habits of increasing self-discipline, co-operation and responsible behaviour where rights and responsibilities for the whole school community are set out.

The discipline policy is school wide and is based on uniform expectations and consequences, which were decided upon after discussion.

Teachers are encouraged to be vigilant and consistent in their response to children's behaviour, both positive and negative.

While teachers have positive expectations about children's behaviour, the policy states that the minority of children who do not respect school rules and the rights of others must accept logical consequences for any negative actions.

Affirmation procedures for positive behaviours are an important part of the discipline policy as they allow teachers to acknowledge and encourage children who respect the school rules and the rights of others.

The rules and consequences are easily understood and are explained and displayed in all rooms. They are discussed at appropriate times e.g. before children go to play, and aspects of the discipline policy are drawn to the attention of the children frequently by means of classroom meetings. School rules and consequences for infringements are, therefore well known by children. A copy of the rules and consequences has been sent to each family to encourage parental involvement.

RIGHTS AND RESPONSIBILITIES IN OUR SCHOOL

Children are encouraged to be aware of the rights of others and their responsibilities to all members of the whole school community.

1. FOCUS - LEARNING

Right - All people have the right to learn in a positive environment.

Responsibility - It is the responsibility of all people to maintain a positive learning environment.

2. FOCUS - ACCEPTANCE

Right - All people have the right to be accepted as individuals.

Responsibility - It is the responsibility of all people to accept and welcome all other people as individuals.

3. FOCUS - COURTESY

Right - All people have the right to be treated in a polite, considerate and friendly way.

Responsibility - All people have the responsibility to treat others in a polite, considerate and friendly manner.

4. FOCUS - ENVIRONMENT

Right - All people have the right to live, work and play in a clean, orderly and pleasant environment.

Responsibility - All people have the responsibility to create and maintain an attractive environment.

5. FOCUS - SAFETY

Right - All people have the right to feel safe in the school environment.

Responsibility - All people have the responsibility to ensure that the school environment remains safe for everyone.

6. FOCUS - PROPERTY

Right - All people have the right to have their property respected and cared for by others.

Responsibility - All people have the responsibility to treat their own property and that of others with respect and care.

SCHOOL BEHAVIOURAL EXPECTATIONS

1. Follow directions
2. Keep hands, feet and objects to self.
3. Speak appropriately
4. Move and play safely
5. Listen to the speaker without interrupting.
6. Look after all property and the environment.

Expectations and consequences have been devised by whole staff.

EXPECTATIONS TO BE DISPLAYED IN ROOMS AND IN OUTSIDE AREAS

Expectations to be explained and discussed in rooms frequently so that all children and teachers know and understand them.

BEHAVIOURAL MANAGEMENT PROCESS

All teachers will affirm positive behaviour using the following strategies:

- * Non verbal cues - a smile/wink/thumbs up/high five
- * Verbally praise - every student is praised at least once a day
- * Individual Incentives - free time/computer time/stickers/awards
- * Classwide Incentives - thematic, recorded system
- * Assembly awards
- * Student of the week
- * School newsletter
- * Communication to parents reporting child's good behaviour

To modify inappropriate behaviour:

- * Teacher will speak to the child about inappropriate behaviour
- * 'Time – out' place
- Class meetings to discuss positive/negative aspects

CONSEQUENCES FOR POOR CHOICE OF BEHAVIOUR

- Friendly reminder
- Formal warning
- Move away, this is time away from distractions but still expected to remain engaged.
- Time out, Work alone / complete behaviour reflection
- Exit to a buddy classroom
- Seek support from leadership

Every teacher, including emergency teachers, will administer the agreed consequence so that children will know that if they choose to misbehave they will receive the consequences.

Affirmation procedures for positive behaviours will be retained and extended as part of the discipline plan to encourage those children who respect the rights of others.

As an extension of the discipline section of St. Andrew's Pastoral Care Policy it is the belief of all members of the school community that bullying is not tolerated in any form.

Definition of the term 'bullying' in this statement is that it is an act of aggression that causes hurt feelings and distress to others. It can take a number of forms: physical, verbal - such as name-calling, threat or exclusion from a group.

St. Andrew's school program on Behaviour Management is based on teaching social skills which allow children to get on well with each other and establish friendships.

Resources such as Friendly Kids, Friendly classrooms by Helen McGrath and Hands Off by Shona Francey are used.

STAFF ACTION

In addition to the programs, staff will ensure that:

- They are role models in their manner and speech towards each other and children at all times.
- They will be observant at all times of signs of distress in children
- They will arrive at classrooms and yard duty on time
- There is effective supervision whilst on yard duty to reduce incidents of unduly rough behaviour and bullying
- They will take appropriate steps as set out if unacceptable behaviour occurs.
- They will record incidents of aggressive behaviour in the yard book
- They will care for the victim of the incident
- They will report incidents of bullying to the Principal or Deputy Principal

The students of St. Andrew School are encouraged by all members of the school community to:

- Refuse to be involved in any sort of bullying behaviour either as the aggressor or as a bystander
- If present as a bystander or victim if bullying or aggressive behaviour happens, ask the person to stop, move away and report the incident to the teacher on duty
- Accept ownership of their behaviour
- If children consider there has been bullying behaviour by a teacher they should discuss the matter with a member of the Pastoral Care team

If parents have concerns about their child, they should contact the Class teacher immediately – then, if necessary, the Principal.

- Classroom teachers and Principal will keep written records of incidents as to children involved and dates and communicate with parents.
- Parents should not encourage their children to retaliate but discuss suitable social skills and strategies with the school.
- Interviews will be arranged by the Principal to discuss the incident.
- Children who are the instigators of aggressive behaviour and/or bullying will be included in a specific social skills learning group.
- The group will meet as appropriate with a member of the Pastoral Care team within the school.
- The group will include co-operative tasks, social problem - solving, self esteem activities and social skill mastering activities.

***When staff, students and parents work together, we are able to
'Live Love and Learn'***

Refer also: Procedures for the Information of New and Emergency Teachers (New Staff.doc)