



# **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**

St. Andrew's discipline policy is one, which guides children towards habits of increasing self-discipline, co-operation and responsible behaviour.

The discipline policy is school wide and is based on uniform rules and consequences, which were decided upon after discussion. The school rules reflect the expectations expressed by teachers, parents and children in a survey completed a few years ago.

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 RULES**

### **RULES FOR YARD/RECESS TIME:**

1. Follow directions and instructions given by Staff.
2. To avoid hurting others, keep hands, feet and objects to self.
3. Use good manners and appropriate language at all times and refrain from annoying or teasing others.
4. Walk and play safely in correct areas and care of the school environment and equipment.

### **RULES FOR CLASSROOMS/LEARNING TIMES**

1. Follow directions and instructions given by staff.
2. To avoid hurting others, keep hands, feet and objects to self.
3. Use good manners and appropriate language at all times and refrain from annoying or teasing

others.

4. Move safely and quietly.
5. Work quietly and attempt to complete work.
6. Hands up to speak.
7. Care for equipment and rooms.

This program is an attempt to set well defined limits on children's behaviour and ensure that consequences for misbehaviour are administered consistently.

Rules and consequences have been devised by whole staff and take account of the wishes of parents, teachers and children as stated in discipline survey (1989).

## **RULES TO BE DISPLAYED IN ROOMS AND IN OUTSIDE AREAS**

Rules to be explained and discussed in rooms frequently so that all children and teachers know and understand exactly what is allowed and what is not allowed.

## **STATEMENT ON BEHAVIOUR MANAGEMENT**

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 where rights and responsibilities for the whole school community are set out.

## **BEHAVIOURAL MANAGEMENT PROCESS**

All teachers will affirm positive behaviour using the following strategies:

- \* Assembly awards
- \* Student of the week
- \* Extra privileges e.g. free time
- \* School newsletter
- \* Letters home 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 DISREGARDING RULES ON YARD**

1. Name in book - immediate 10 minutes time out on yard
2. If name in book 3 times in one week or consistently (e.g. twice a week for three weeks)  
30 minutes detention lunchtime Monday
3. If three Tuesday detentions within one term - letter home to state child to be given  
detention at lunchtime for one week
4. If child still offending, parents to meet with Principal, Deputy Principal or Pastoral Care /  
Discipline committee to work out individual discipline program
5. 'One-Off' negative behaviour child is given a detention 'on the spot'

## **CONSEQUENCES FOR DISREGARDING RULES IN CLASS**

1. Name in book as a warning
2. Cross against name in book - 5 minutes at playtime in room or on yard with teacher
3. Two crosses against name in book - 10 minutes at lunchtime in room or yard with teacher  
Misbehaviour in afternoon will be carried forward to next day
4. Three crosses in book—letter giving details of misbehaviour sent home for parents & child  
to sign and return
5. If child has been through steps 1, 2, 3, & 4 three times in week - Monday detention  
Letter home to parents after detention

If child has been through steps 1,2 and 3 three time in week - Tuesday detention.

If child continues to offend, these steps will be followed by letter home and week long detention and meeting with parents as set out above.

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.

Recording of misbehaviour will be necessary so that those children who repeatedly misbehave can be identified and be subject to the escalating consequences which are designed to discourage behaviours which infringe upon the right of others.

A behaviour book will be provided for each playground area and duty teachers will record names and offences. Book will be checked every Friday and classroom teachers will be given the names of children who are to be on detention. Classroom teachers will record any class misbehaviour.

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
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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)*

*Ratified 2016      To be reviewed 2020*