

# **St Patrick's Catholic Primary School Asquith**



## **Pastoral Care Policy and Procedures** (Inclusive of Behaviour Management Policy and Procedures)

# **St Patrick's Catholic School, Asquith**

## **Policy Statement of Pastoral Care**

### **Table of Contents**

**What is Pastoral Care?**

**Philosophical Basis**

**Expectations:**

**Students**

**Staff**

**Parents**

**Features of Pastoral Care**

**St Patrick's Pastoral Care Policy**

**Behaviour Management Policy and Procedures**

## **WHAT IS PASTORAL CARE?**

### **Pastorally we:**

- respect the dignity and uniqueness of each person
- care for each member of the school community
- accept ourselves and others
- support all community members
- inspire and support others to fulfil their potential
- Instil leadership and citizenship in all students, staff and the wider school community
- promote social justice
- continue to develop our Faith through prayer, reflection, celebration and action

## **PHILOSOPHICAL BASIS**

Accepting the Catholic school's responsibility within the teaching ministry of the Church for the care and guidance of students, the teaching staff of St Patrick's School Asquith state that:

- The development of a well-integrated person, with Jesus as a model, is an essential aim of Catholic education;
- a school climate which is based upon quality relationships and which supports the growth of the individual within a community, is fundamental to effective learning and genuine pastoral care;
- it is the responsibility of all members of our school community to collaborate in the provision of a caring environment within the school;
- the provision of both relevant and satisfying learning experiences and appropriate adult role models is essential for individual student growth;
- the development of self-discipline is based on justice, self-esteem and reconciliation and, hence, any punishment which lowers the dignity of the person is inappropriate;
- structures, policies, procedures and practices in our school should be in harmony with Gospel values; and
- pastoral care and religious education are intrinsic to the quality of Catholic education.

## **EXPECTATIONS**

### ***From a pastoral perspective:***

#### **It is expected that students will:**

- be active learners
- respect the rights of others
- share in the responsibility for forming and maintaining positive relationships
- adhere to the Behaviour Management Policy and Procedures

**It is expected that staff:**

- foster and share in the responsibility for developing and maintaining quality interpersonal relationships with students, parents and other members of the school community
- provide opportunities for children to have their opinions and thoughts heard on matters affecting their classroom and school
- celebrate birthdays and special times with the children
- promote the classroom as an affirming place where good work and behaviour are rewarded
- affirm the strengths in each child and encourage his/her efforts in all areas
- encourage all children in the classroom to be active participants rather than passive observers
- be supportive by using positive correction when disciplining children to achieve positive behaviour
- receive regular visits from the Principal and Leadership Team members
- develop within the school an empowering atmosphere that facilitates the personal and professional growth of each staff member
- communicate with parents in an open and honest manner
- prayerfully support families in need

**It is recommended that parents:**

- support the spiritual development and faith formation of their children
- be aware of and support the school's policies and procedures
- support their child with his/her learning
- inform the school of matters relevant to their children which may impact on their school life
- use opportunities to be actively involved in the school community.

**FEATURES OF PASTORAL CARE**

The teacher is not simply a professional person who systematically transmits a body of knowledge in the context of a school; "teacher" is to be understood as "educator" – one who helps to form human persons. The task of a teacher goes well beyond transmission of knowledge. (*Lay Catholics in Schools Witnesses to Faith, n. 16*)

Pastoral Care is:

- the concern the school has for the development of the person to full potential – social, emotional, spiritual, intellectual and physical;
- the responsibility of all staff, with members contributing in appropriate ways according to their roles and responsibilities;
- aimed at acknowledging and responding to all students; and
- congruent with clear, consistent and just discipline practices.

School-based pastoral care refers to the total care of the student. It is a term used to describe both an attitude and process, and is based upon a belief in the dignity of the person. In a school, it is expressed through:

- the development of quality relationships;
- the provision of satisfying learning experiences; and
- the establishment of an effective care network.

# St Patrick's Catholic School, Asquith

## Pastoral Care Policy

### INTRODUCTION

Our school's philosophy of pastoral care is based on:

- the value and uniqueness of the individual person created in the image of God;
- the fact that "the Catholic School is committed to the development of the whole person, since in Christ, the Perfect Man, all human values find their fulfilment and unity". (*The Catholic School, 1977, n.35*)
- the recognition that the ministry of each member of the school community contributes to the development of the climate in the school.

### PHILOSOPHICAL BASIS

One of the basic aims of St Patrick's School is to assist students in their intellectual, physical, social, spiritual and emotional development. Self-discipline is seen as an important aspect of this. We recognise the worth, dignity and uniqueness of every individual in our school community. It is the responsibility of every member of staff to be concerned about the welfare of our students and the good order of the school.

Behaviour management results from good relationships between teachers and students when rules are few but fair and enforced, when teacher expectations are clear, and most importantly, the school is a happy place to be in. This is a result of seeing behaviour management as a learning process and emphasis should be placed on positive and affirmative actions rather than negative and punitive ones.

In order for the students to co-operate with the school's expectations of behaviour, the students need to be educated in the purpose of, and need for, rules. Part of this education would be setting up a structure in each classroom whereby student grievances can be aired and discussed, and attempts made to resolve them.

We recognise that an integral part of our Behaviour Management Policy is the ongoing concern of teachers for students with behavioural problems which may arise from difficulties connected with either school or home. As a staff we will always be looking to employ incentive and reward/praise strategies, which will encourage and recognise "positive" behaviour and efforts to change.

We will always be aware of setting good role models for our students. When dealing with students in general, it is important to focus on the act rather than the actor, this maintains the dignity and self-esteem of the student.

# **St Patrick's Catholic Primary School Asquith Behaviour Management Policy & Procedures**

**Introduction**

**Purpose / Rationale**

**Aim**

**Outcomes**

**Rules and Procedures**

**Expectations of Students**

**Expectations of Staff**

**Expectations of Parents / Care givers**

**Appropriate and Inappropriate Behaviour**

**Categories of Inappropriate Behaviour**

**Rewards and Consequences**

**Bullying**

**Major Disciplinary Sanctions**

**School Transport Code of Conduct**



## **PURPOSE / RATIONALE**

Our school Behaviour Management Policy takes into account the Diocesan Pastoral Care Policy, in that our approach to discipline has its basis in our pastoral care for each other – children, parents and teachers.

We believe that Pastoral Care:

- Has the life of Jesus Christ as its focus;
- Is concerned with the dignity and integral growth of the individual;
- Is a responsibility entrusted to all members of the faith community;
- Is a force for healing, reconciliation and liberation; and
- Is an expression of, and commitment to, justice.

*(Extract from Diocesan Pastoral Care Policy)*

Our School Behaviour Management Policy takes into account the School Code of Conduct which recognises that we create a safe and friendly school environment by acknowledging that:

- everyone has the right to be safe
- we show respect and care for ourselves and others by being considerate;
- we keep hands-off; and
- we ensure this is a no put-down zone.

The School Code of Conduct is discussed with the class by the classroom teacher each year to determine the classroom rules. This is revisited each term and referred to constantly.

## **AIM**

The School aims to provide an environment where all children, parents and staff feel safe and secure.

The Behaviour Management Policy aims to incorporate the recognition of both appropriate and inappropriate behaviours and the reward/consequences for both.

The Behaviour Management Policy recognises that if we all share the responsibility for discipline, with a positive and pastoral outlook for the children in our care, then a safe, challenging and caring environment should be possible for all children, staff and parents.

## **OUTCOMES**

This policy will ensure that a positive approach to discipline is set in place to encourage positive behaviour, which enables children to develop individual dignity, self-respect, respect for others, responsibility for their own actions and successful living skills.

The Behaviour Management Policy takes into account school protocols that influence the way children behave with each other and contribute to a positive school image.

The Behaviour Management Policy recognizes the shared responsibility of staff, parents and children to model appropriate values and behaviours, communicate expectations clearly and in an appropriate manner and negotiate rules/consequences appropriately and consistently.

Disciplinary practices outlined in this policy are to be:

- Respectful of the dignity, rights and fundamental freedom of individual students
- Focused on the proper running of the school for the benefit of all
- Understanding of the balance between the rights of the individual and the need to work for the greater good of the majority

## **RULES & PROCEDURES**

Rules and procedures are designed to make clear to children, parents and staff the standards of behaviour that are acceptable at St Patrick's Primary School. Rules are discussed with children at the beginning of each school year, through assemblies and individual class teachers

## **EXPECTATIONS OF STUDENTS**

To be prepared to listen and learn

To control his/her own behaviour

To let others work and make progress

To sort out disagreements without resorting to physical/verbal aggression

To respect property

To make their best effort to understand and accept differences and the individuality of everyone

To work to the best of their ability

To wear full school uniform

To follow school rules

## **EXPECTATIONS OF TEACHING STAFF**

To provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges

To provide a positive learning environment

To teach positive behaviours

To plan and prepare stimulating lessons

To teach respect by treating pupils with fairness and consistency

To support the school's positive behaviour reward system

**Under no circumstances will corporal punishment be tolerated in the school community**

## **EXPECTATIONS OF PARENTS**

To ensure their child's regular attendance and punctuality

To be aware of the policies and procedures of the school

To co-operate with the school to ensure that their child follows the school's Code of Conduct and knows school and classroom rules

To maintain regular contact with the school

**Under no circumstances will corporal punishment be tolerated in the school community and/or be administered at home on behalf of the school**

## **APPROPRIATE AND INAPPROPRIATE BEHAVIOUR REWARDS AND CONSEQUENCES**

The School aims to provide an environment where all children, parents and staff feel safe and secure.

This can only occur when:

- behaviours that contribute to the feeling of safety and security – *appropriate behaviours* – are recognised and actively encouraged; and
- behaviours that detract from this feeling – *inappropriate behaviours* – are recognised and actively discouraged.

### **Appropriate Behaviour**

Appropriate behaviour is any action that reinforces the Christian values upheld by the school in its adoption of the Pastoral Care Policy and the School Code of Conduct.

### **Affirmation of Appropriate Behaviour**

Children are affirmed by the teachers in our school in the following ways:

- Merit awards at School Assembly;
- Colour house points;
- Verbal affirmation;
- Mention of achievements in the School Newsletter;
- Class visits and sharing;

- Buddies – K-6;
- Classroom stamp reward system;
- Various leadership roles of responsibility such as school leaders, house captains and SRC.

### **Inappropriate Behaviour**

Inappropriate behaviour is any action that works against the Christian values espoused by the School in its adoption of the Pastoral Care Policy and the School Code of Conduct. It includes breaches of rules specific to the playground.

Inappropriate behaviour includes, but is not limited to:

- Disrupting class;
- Disrespect to fellow students, staff, parents or visitors;
- Rude or hurtful comments to fellow students;
- Swearing;
- Striking, kicking or punching;
- Bullying (see Anti-Bullying Policy).

### **Categories of Inappropriate Behaviour**

Inappropriate behaviour at St Patrick's can be categorised as either minor or major.

**Minor inappropriate behaviours** are recognised as any low intensity behaviour that does not meet the school and classroom rules and the School Code of Conduct.

These are usually dealt with by the classroom teacher or the teacher on duty.

**Major inappropriate behaviours** are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of others (this may also include repeated minor inappropriate behaviours). These are usually dealt with by members of the school leadership team.

Examples of minor and major inappropriate behaviours can be found at:

### **[Behaviours](#)**

### **Consequences of Inappropriate Behaviour**

Inappropriate behaviour is communicated to students to ensure that they know:

- the behaviour is not acceptable;
- the reason why the behaviour is not acceptable;
- they are receiving a warning;
- they have the chance to modify their behaviour; and
- they are aware of alternate, acceptable ways to deal with a similar incident should it arise in the future.

Repeated inappropriate behaviour will lead to a series of warnings and action as set out below:

- All serious offences, eg. violent and/or threatening behaviour can be reported directly to members of the school leadership team.
- During play times, incidents are recorded on a clip board that are kept for tracking purposes. Severe incidents are referred to members of the school leadership team.

### **Students requiring Individual Behaviour Plans**

On occasion some students may require an Individual Behaviour Plan. These involve behaviours which pose a major health and/or safety risk to members of the school community. The procedures for the development of an Individual Behaviour Plan can be located at:

[Individual behaviour plans](#)

### **BULLYING**

#### **See also Anti-Bullying Policy**

The School understands that bullying is any repeated physical, verbal, psychological, emotional or social behaviour that is harmful in any way to another person and can be delivered in a variety of formats .

As part of the School's strategies to counter and eliminate bullying, teachers agree to:

- Consistently support and apply the School Code of Conduct
- Talk openly about bullying issues in the classroom as soon as possible
- Conduct specific anti-bullying lessons in the classroom
- Listen to all reported incidents of bullying, encouraging the acceptance of "telling" when it is in the context of caring for yourself or another
- Support the Principal in keeping staff, parents and children informed about bullying
- Contribute to the review of this policy on an annual, or as needs basis

### **MAJOR DISCIPLINARY SANCTIONS**

Major disciplinary sanctions are last resort actions that are only pursued in the event of serious and/or repeated breaches of the School Behaviour Management Policy. These sanctions are not to be confused with routine disciplinary sanctions. They may include:

- Suspension – the temporary withdrawal of a student's right to attend the school;
- Suspension pending negotiated transfer;

- Negotiated transfer – a change of school either to another Catholic school or to a school in another sector in the best interests of the student concerned; and
- Expulsion – the total withdrawal of a student’s right of attendance at the school

*(Extract from the Diocesan Pastoral Care Policy)*

## **SCHOOL TRANSPORT CODE OF CONDUCT**

To ensure the safety and comfort of students (and other passengers) students travelling to and from school by public transport will:

- Behave safely at all times;
- Respect the needs and comfort of other passengers;
- Respect property by not marking or damaging it;
- Show their travel pass or ticket when requested;
- Always follow instructions about safety;
- Not distract the driver / operator;
- Not eat or drink in prohibited areas;
- Not allow any part of their body to protrude from the bus / train / ferry;
- Not fight, spit, use offensive language or place feet on the seats;
- Not throw any article inside or out of the bus / train / ferry;
- Not alter, deface, misuse or fraudulently obtain a travel pass;
- Not give, lend or transfer their travel pass to another person.

LAST REVIEW DATE: August 2014

Next Review Date: 2019