



Pastoral Care and Student Welfare Policy

Rationale

At St John the Apostle Primary School we foster a Christian Community in the Catholic Tradition. Our Vision Statement calls us "To be on earth the Heart of God".

St John the Apostle School respects the dignity of all members of the community and seeks to treat all with equity. Our practices are grounded in Gospel values and provide a safe and nurturing environment.

We strive to maintain a fair, consistent and workable Pastoral Care/Student Welfare Policy that is clearly understood and upheld by all within the school community. It is essential that our policy promotes a peaceful environment that offers stability, justice, security and harmony. The active support of students, families and staff is needed to fully achieve this environment.

Pastoral Care

All members of the community have a right to fair and equitable treatment. Our policies recognise that not all families/students are the same (See School Fee Policy and Enrolment Policy). St John the Apostle School has in place a number of programs to support the community including:

- Focus Assembly
- Buddy Groups
- Seasons for Growth
- Student Representative Council
- Yr 6 Leadership
- Protective Behaviours
- Merit Certificates
- Rainbow Program
- Individual class reward systems

*Blue slips for playground

*End of term major awards

*Weekly class awards

Focus Assembly

Focus Assemblies are an opportunity for the whole school to gather for prayer and reflection. Themes are set for the year. Each assembly looks at deepening the understanding of the theme/value of the community. In recent years we have looked at the Australian Values, The Beatitudes, the school motto – “United in Love, Truth and Courage” and in 2015 the catchphrase of the Vision Statement – “We are called as one to love and serve”.

The Religious Education Coordinator coordinates the weekly Focus Assembly. The student body and class teachers meet for a short period of time to pray and to reflect on their role at St John the Apostle School. Parents are invited to join us for this liturgy. In setting the scene each week, the school candle, cross, Indigenous clapping sticks, bible and vision and mission statement are processed in.

Buddy Groups

Primary classes are buddied with Infant classes to assist the settling in of new students, to develop leadership skills in older students and to build relationships across the school. Buddies are given opportunities to work with older or younger classes in both classroom and outdoor activities. These activities help the children develop communication and social skills. It also helps the children come to know each other and develop relationships which are not always possible in the playground or in classrooms.

Seasons for Growth

This program is designed to give children a chance to understand their grief, which may be as a result of the loss of a family member through death, divorce or separation. Seasons for Growth Companions are sought from among the parent body. Companions are trained in the philosophy of Seasons for Growth. The Religious Education Coordinator accepts responsibility for the coordination of the program. In 2008, 2009, 2010 the program is guided by the chaplain appointed under the National Chaplaincy Grant

Protective Behaviours

Protective Behaviours is designed to give students the knowledge and skills to keep them safe. The Protective Behaviours Program is dealt with in the PDHPE Curriculum. Students learn the importance of having safety networks and an understanding of the principles of Protective Behaviours – “Every person has the right to feel safe”, “There is nothing so terrible that you can’t tell someone about it” and “If no-one listens to your concerns keep on telling until someone does listen”

Yr 6 Leadership

All Yr 6 students have a leadership role in the school. Students are elected to the Student Representative Council, and eight students are elected to be Sports House Captains. Other leadership groups include; Prayer and Mission, Hospitality, Administration and sustainability. All students take part in one of these leadership groups. . Yr 6 students are all presented with Leadership Badges during a Leadership Ceremony at the commencement of the school year. Student leaders are expected to:

- Role model appropriate behaviours
- Comply with school and class rules
- Be respectful of and support school traditions
- Be diligent in their studies
- Be just in their dealings with other students
- Promote/live the school motto of United in Love Truth and Courage
- Support the school Vision Statement especially 'To be on earth the heart of God'.

Student Representative Council

This program aims to give students a voice in the organisation of the school. In Years 2-5 one student is elected per semester to be the class SRC member. Two students in Year 6 are elected per semester to represent their class. . The SRC meets twice a term under the direction of a member of the Executive or volunteer member of staff. The SRC have a special leadership role in the community. SRC members have a range of duties to carry out, including:

- Representing the school on special occasions.
- Setting the altar at Focus Assembly.
- Conducting tours on Enrolment Open Days.
- Meeting, greeting and thanking visitors to the school.
- Reminding children about the Action/Value of the Week at morning announcements/assemblies.

SRC students are expected to be models of good behaviour, to wear the correct uniform, to be diligent in their studies and to help other students

Rainbow Program

The Special Needs Teacher and Teacher Assistants form the Rainbow Team at St John the Apostle Primary School. This team aims to assist students who are operating below their cohort with strategies to improve their learning outcomes. As well as improving learning outcomes, this assistance often aids in behaviour management. The statement by Stanovich "any child would

prefer to be viewed as bad rather than dumb" reinforces the importance of this assistance. In addition, the relationship that is developed between teacher and student in a small group environment can be a positive influence on behaviour.

Merit Certificates

Primary and Infants students gather at regular intervals for Assemblies. An integral part of these assemblies is the presentation of Merit Certificates to individual students, classes and teaching staff. These certificates aim to recognise work achievements and positive behaviour.

Setting of Class Rules

At the beginning of each school year students and teachers collaboratively draw up a set of class rules and consequences. These are drawn from the Code of Behaviour and reflect the school's philosophy. The class rules are displayed in the classrooms. Teachers revisit these expectations regularly throughout the year.

Class Meetings

This is a procedure that may be used to discuss issues in classrooms. Children are given an opportunity to identify matters that are a problem and those that are working well within their class and school. Children are helped to develop communication and leadership skills in identifying problems and working on solutions.

Aim of Student Welfare Protocols

At St John the Apostle School we aim to promote the development of individuals who are capable of self-discipline, of choosing freely, intelligently and responsibly. The School Policy supports an environment which gives teachers the right to teach and the students the right to learn in harmony and without disruption. The school community works towards enabling students to develop the knowledge and skills necessary for them to make responsible behavioural choices and to accept the consequences of those choices. This occurs in an environment that is creative, supportive and non-threatening. To achieve our ultimate aim of self-discipline, each student's positive behaviour is reinforced at every opportunity. The policy aims to establish procedures, so that conflicts can be solved in a positive, non-violent manner.

St John the Apostle School does not permit corporal punishment of students attending the school and the school does not explicitly or implicitly sanction

the administering of corporal punishment by non-school persons (including parents) to enforce discipline at school.

Code of Conduct

The Pastoral Care/Student Welfare Policy aims to promote the following Beliefs and Values. All members of St John the Apostle Community have certain Rights and Responsibilities.

Beliefs and Values

Our approach to behaviour management is based on the assumption that a successful learning environment occurs when we:

- Respect God
 - We are Christ like
 - We live out the Gospel values
 - We acknowledge that we are all children of God
- Respect ourselves
 - We act safely
 - We strive to do our best
 - We look after our health and hygiene
 - We are careful with our property
- Respect others
 - We treat each others as we would like to be treated
 - We encourage others to do their best
 - We listen to others
 - We respect other people's property
- Respect the environment
 - We keep our school clean
 - We look after school property
 - We respect boundaries that keep our environment safe.

Student Discipline

At St John the Apostle our goal is to create a positive, respectful climate where students, teachers and parents can work together to help children solve problems in a manner which will enhance self-esteem and promote responsible behaviour choices.

This is done when teachers, who consciously build the self-esteem of their students and ensure that their own self-esteem is intact, implement a process or set of procedures and expectations known and understood by students, teachers and parents and use them consistently.

Refer to the Student Discipline Agreed Practice.

Organisation

Achievement of a sound Student Welfare Policy takes account of four related aspects of discipline:

- Positive action: action to celebrate appropriate behaviour.
- Preventative action: action to prevent unnecessary disruptions.
- Corrective action: action to correct problems when they arise.
- Supportive action: action to employ support procedures and processes.

Positive strategies can include:

- Reward systems, both intrinsic and extrinsic.
- Identifying and articulating appropriate behaviour.
- Merit certificates.
- Whole class recognition e.g. Gold Awards.

Preventative Strategies can include:

- Clear rules established collaboratively with the class and prominently displayed.
- Class rules discussed on a regular basis.
- Agreed Consequences determined.
- Clear expectations about work, tasks etc.
- Attractive environment.
- Strategic plan.
- Setting up a time out place in the classroom appropriate to the age of the children.
- Differentiating the curriculum.
- Regularly reviewing behavioural expectations with children.

Corrective strategies can include:

- What we say, and how we say it when a student is disruptive or off task.
- Casual or direct questioning.
- Simple directions or warnings – use students name and say please.
- Defusing or redirecting potential conflict.
- Reminding or restating of classroom rules.
- Giving simple choices.
- Taking students aside from the group.
- Using in-class time out.
- Time out – children can be sent to another teacher's class, or to the office.
- Tactically ignore or use non-verbal cues/proximity.

Supportive strategies can include:

- Following up misbehaviour at an appropriate time.
- “Catching kids” being good.
- Encouraging students wherever possible.
- Re-establishing working relationships.
- Developing contracts with a student.
- Developing and maintaining a climate of respect.
- Building a positive classroom tone.
- Applying a team approach to solving discipline problems.
- Reviewing strategies regularly.
- Allowing children to redeem themselves.

The Student Representative Council (2 elected students from each Yr 6 class) remind other students of what is expected.

Teachers acknowledge the need to address individual needs, including different learning styles and levels. However, when a student chooses to behave in a manner that is unacceptable, the teacher initially reminds the student of the agreement about acceptable behaviour or has the student restate the appropriate rule. Questions that may help the student focus on behaviour could include:

- What should you be doing?
- Is it appropriate?
- Why do you think you acted this way?
- What are you going to now/do next time?

Individual Student Welfare and Management Plan

Some student's behaviour will warrant the introduction of an Individual Student Welfare and Management Plan. This will occur when there is repeated serious misbehaviour. The Principal or Assistant Principal will meet with the teacher and parents to discuss options to assist the student. Strategies could include withdrawal from class, in school and out of school suspension, temporary placement in another class, time spent in office area and possible exclusion from school.

In extreme situations, some children may need to be physically restrained and or removed from the classroom or playground. If this is not just a one-off event, the school will obtain parent's permission in writing stating that staff may restrain and/or remove child with appropriate force.

Bullying

Bullying is a conscious and willful act of aggression and/or manipulation by one or more people against another person or people. Bullying can last a short period of time or can go on for years, and is an abuse of power by those

who carry it out. It is sometime premeditated, and sometime opportunistic, sometimes directed mainly towards one victim, and sometimes occurs serially and randomly.

Bullying is a cowardly act because it is done to cause hurt without fear of recrimination. The victimized person is unlikely to retaliate effectively, if at all, or tell anyone about it. Bullies rely on those who are marginally involved, often referred to as observers, onlookers, or watchers, doing nothing to stop the bullying or becoming actively involved in supporting it.

Bullying contains the following elements:

- Harm is intended.
- There is an imbalance of power.
- It is often organized and systemic.

(‘The Anti-bullying Handbook’ Keith Sullivan, Oxford Press, 2000)

St John the Apostle School believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind. Bullying, violence and harassment are not tolerated because they infringe our fundamental rights to safety and fair treatment. Bullying gives power through another’s pain, fear and humiliation. The school will not tolerate such behaviours in any circumstances, and with the collaborative support of the whole community has developed the following action plan:

- Respond immediately to all bullying incidents.
- Be vigilant in supervision.
- Encourage children to report all incidents of bullying.
- Follow up with students that have been bullied to ensure that the bullying is not continuing.
- Encourage positive proactive comments regarding behavioural change.
- Offer services of school counsellor to both victim and perpetrator.
- Purchase resources for teachers to use in providing lessons about bullying and ensure that they are taught on a regular basis across the school.

Support for Victims

Victims are encouraged to report to members of staff and/or parents, all incidents of bullying, violence and harassment.

The school will:

- Respond immediately.
- Give opportunity to talk about the incidents.
- Discuss possible strategies.
- Provide opportunities to confront the bully.
- Notify parents of steps taken.
- Have consequences for the bully that will safeguard the victim.
- Offer Counsellor support.
- Review situation.

Support for the Perpetrator

- Confront the perpetrator with the evidence.
- Assist the perpetrator to develop a personal action of non- aggression.
- Encourage/review modification of their behaviour.
- Involve parents.
- Offer services of counselor.

Parent Support

The school will:

- Notify victim's parents to inform them of the reported bullying.
- Offer to meet with parents and victim to discuss the incident.
- Offer the services of the counselor.
- Follow up after a couple of weeks to see if matters have improved.
- Speak with the perpetrator and put in place appropriate consequences.

Prevention Program

In an effort to ensure that no child suffers from bullying the school will:

- Review the school management plan regularly.
- Establish and remind students of school's position on bullying.
- Program set lessons on anti-bullying strategies (PDHPE, Religion and Integrated Studies)
- Have consequences that indicate bullying will not be tolerated.

Related Policies / Agreed Practices

Child Protection and Mandatory Reporting Policy

Clinic and Injury Policy

Complaints Resolution Policy

Critical Incidents Policy

Special Needs Policy

Sun Smart Policy

Visitors Policy

Awards Program Agreed Practice

Christian Outreach Agreed Practice

Health Promoting Schools Agreed Practice

Responding to Allegations Agreed Practice

Restraint of Students Agreed Practice

Student Discipline Agreed Practice

Student Leadership Agreed Practice

Review

The St John the Pastoral Care and Student Welfare Policy is reviewed at least once each five years in line with current Registration practices. It may also be reviewed more often according to the need and educational trends.

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