



PASTORAL CARE AND DISCIPLINE POLICY

DECEMBER 2020

1. PURPOSE

To provide a happy, caring and compassionate school where social justice, respect, hope and other Gospel values are reflected in all that we do.

2. POLICY STATEMENT

Our pastoral care finds its authenticity in, and is modelled on, the person of Jesus Christ, who is its focus, source of strength and inspiration. The responsibility of care is entrusted to all members of the school community. Recognising the dignity and uniqueness of each person, made in the image and likeness of God, the educator treats each with respect and love. The school community, grounded in the Gospel of Jesus, is imbued with a sense of compassion, tolerance, forgiveness, reconciliation, and justice.

3. SCOPE

This policy applies to all members of the school community.

4. GUIDING PRINCIPLES

- i. Students' behaviour can become disruptive to the teaching and learning process and/or threaten safety. Such behaviour has consequences which affect students, their families, staff members and the reputation of the school itself. A school's discipline practices evolve from its pastoral care policy insofar as each seeks to promote a respectful, secure and healthy environment in which students grow to be discerning, self-disciplined and contributing members of society.
- ii. The pastoral care policy of St Patrick's Primary School reflects the Diocesan Vision for Catholic schools: *"At the heart of everything there is always Jesus Christ."* It is also guided by the school's vision statement: *"Learning, loving and serving together through Jesus."*

5. RESPONSIBILITIES

- i. The staff strives to create a caring and positive environment within the classroom so that the students will feel safe and happy.
- ii. Forging strong partnerships with parents and carers underpins the work we do at St Patrick's. The staff strives to establish and nurture these partnerships by maintaining open and honest communication with the parents and carers of the students.
- iii. At the beginning of each school year, every class teacher will establish rules, expectations and routines with the students, build connections within the group, and build rapport between the teacher/s and each student. (See Appendix 1).
- iv. The teachers aim to educate the students in the Catholic faith through participation in liturgy, sacramental life, prayer, instruction and example.
- v. The class teachers teach the five "keys to success" through the "You Can Do It" program which aims to develop the social and emotional capabilities of the students. The five "keys" are confidence, organization, persistence, getting along and resilience.
- vi. All teachers develop educational programs that meet the diverse educational needs of their students. The teachers' programs will specify the interventions that are made for various students to ensure that the teaching programs are differentiated according to the needs of the students.
- vii. Students who are talented in sport are given many opportunities to participate in school-based events as well as representative fixtures.
- viii. Each Kindergarten student is paired up with a Year 5 student as a means of enabling a mentor relationship between each pair of students.

- ix. Various members of the staff facilitate social skills programs for small groups of students. These programs, which are run as the need arises, aim to build social and emotional competencies in students.
- x. The teachers use a variety of reward systems in the classroom to encourage and affirm positive behaviour. These reward systems are based on the school's three rules: 'Be Safe', 'Be Respectful' and 'Be Responsible'.
- xi. A student's failure to follow our school rules may lead to the issuing of either a Minor Behaviour Notification (a 'Minor') or a Major Behaviour Notification (a 'Major'):
 - a. The following list shows examples of Minor behaviour incidents:
 - Low level physical aggression
 - Low level misuse of technology
 - Low level use of inappropriate language
 - Low level vandalism or destruction of property
 - Disruption in class
 - Disobedience
 - Disrespect
 - Lying
 - Stealing
 - Out-of-bounds
 - Tardiness
 - Uniform breach
 - Failure to observe the 'No hat, play under the COLA' rule
 - b. Major behaviour incidents are considered to be any serious breaches of the school's three rules. A Major will also be issued if a student is issued with three Minors within what might be considered to be a short timeframe.
 - c. Because behaviour management can be a complex undertaking, the teachers reserve the right to use their discretion when issuing Minors and Majors.
 - d. All Minors and Majors are documented on the school's Compass portal. Parents/carers are generally not notified when a Minor is issued. On the other hand, when a Major is issued, an email is automatically generated to the parents/carers.
 - e. Any student who is issued with a Major is required to attend a 30-minute meeting with the principal during a lunch break. During this meeting, the student is required to reflect on the following questions and to respond either in writing or with drawings, depending on the student's level of written literacy:
 - What happened?
 - Who was affected by my behaviour?
 - How were those people affected?
 - What steps will I take to change my behaviour?
 6. The student's responses are scanned and saved to the Compass portal for future reference if required.
- xii. Each teacher gives four awards at the fortnightly Friday assembly as a means of recognising the students' achievements. Two of the awards are for students who exhibit exceptional skills or improvement in applying one of the five "You Can Do It" keys to success. The keys to success are aligned with the school's "You Can Do It" scope and sequence:
 - a. Term 1: Confidence, Resilience.
 - b. Term 2: Getting Along, Resilience.
 - c. Term 3: Organisation, Resilience.
 - d. Term 4: Persistence, Resilience.

The criteria for the other two awards are the teacher's choice.
- xiii. At the end-of-year awards ceremony, students are awarded prizes for academic achievement, consistent effort and community service.
- xiv. St Patrick's is a 'Sun Smart' school that encourages students to be aware of the health issues related to exposure to the sun. The school has a policy of "No Hat, Play In The COLA".

- xv. All students are welcome at St Patrick's. Adjustments and accommodations are made for students identified with additional needs, using a tiered approach to intervention and enrichment. St Patrick's is inclusive of students from a range of cultures and religious traditions, and it is this diversity that enriches us as a school.
- xvi. The staff is regularly inserviced in how to administer cardiopulmonary resuscitation and first aid, including the treatment of anaphylaxis and asthma.
- xvii. Staff members are given opportunities to be inserviced in pastoral care and behaviour management strategies.
- xviii. Disciplinary measures and sanctions should not be approached merely as punitive actions, but in the context of endeavouring to fostering responsibility and change.
- xix. Corporal punishment is banned as a punitive measure at St. Patrick's.

6. BUDGET

The school will make provision each year in its annual budget for professional development opportunities for the staff, parents and grandparents in regard to this area.

7. NEXT REVIEW DATE

This policy will be reviewed in 2023 in consultation with relevant staff.

8. DEFINITIONS

- i. **Pastoral Care:** The active pursuit of programs and practices that promote and develop the intellectual, emotional, physical, psychological, social and spiritual dimensions of individuals through the enhancement of a safe, secure environment where support structures are evident.
- ii. **Mentoring:** The facilitation of an adult-to-youth or older youth-to-younger youth relationship.
- iii. **Vision statement:** A visible and public declaration of the preferred future of the diocese or school. It reflects the needs, values and circumstances of the community based on reliable social, cultural and economic information. The values and concerns of Jesus as presented in the gospel inform and permeate the vision, structures and policies of the Catholic school.

9. LEGISLATIVE / PROFESSIONAL GUIDELINES

- i. Vision for Catholic Schools: Diocese of Maitland-Newcastle.
- ii. Vision statement: St Patrick's Catholic Primary School, Swansea.
- iii. Wellbeing and Pastoral Care Policy - Students: Diocese of Maitland-Newcastle (2017).

APPENDIX 1: AGREED PRACTICES AT THE BEGINNING OF EACH SCHOOL YEAR

At the beginning of each school year, it is important to establish rules, expectations and routines with the students, to build connections within the group, and to build rapport between the teacher/s and each student.

In order to achieve these objectives, each teacher will set aside some time within each school day for up to the first two weeks of the school year. During this time, the focus of teaching will be on Religion, English and Mathematics. The teachers are not expected to program in the other Key Learning Areas while the emphasis is on establishing these expectations and building relationships.

For a period of up to two weeks at the beginning of Term 1 each year, the teacher/s will cover the following expectations, rules, routines and familiarization activities:

1. Ice breaker/community team building activities

- <https://www.bookwidgets.com/blog/2019/10/15-fun-team-building-activities-and-trust-games-for-the-classroom>
- <https://www.weareteachers.com/team-building-games-and-activities/>
- <https://tophat.com/blog/team-building-activities-for-students/>
- <https://www.unicefkipower.org/fun-team-building-activities-for-kids/>

2. Get to know each student

- For example, develop a questionnaire to administer that will give you insights into their learning styles and how they learn best. There is a good example at https://drive.google.com/file/d/0B_mieVEhjKG5YWJjZWNhZDYtM2QyZi00ZmVhLWIxMjUtNzMI1MmFkYWE0Mjg5/view

3. Class rules

- Jointly construct class rules, based on the school's PBL framework: Be safe, Be respectful, Be responsible. Refer to the folder "Overview of PBL at St Patrick's and visuals for playground" – on the [staff drive](#).

4. Systems used in the classroom for rewarding good behaviour

- This is a critical aspect of our PBL framework. It will differ for each class, depending on the age of the students and what works for each teacher.

5. Zones of Regulation

- The introduction of the Zones Of Regulation is a critical part of the induction of the students into their new classes. During the first days and weeks of each new school year, the teachers will introduce and reinforce the Zones of Regulation.
- Lessons and resources are located at [Staff Drive / Learning Support / LST General / Zones of Regulation](#). These resources are also found in the book: 'The Zones Of Regulation', by Leah M Kuypers.

6. Rewarding good behaviour

- At the beginning of every term, each teacher is allocated a budget for rewarding appropriate behavioural choices. The money is allocated on the understanding that the teacher submits to the principal, by the end of the first week of the term, a written proposal as to how the money will be spent during that term.
- In the written proposal, the teacher must clearly explain the success criteria that each student must meet in order to be rewarded.
- Rewards may be either short-term or long-term, and may be negotiated between each teacher and their students.

7. Consequences for inappropriate behaviour

- Minor and Major behavior notifications.
- What constitutes a Minor / Major?
- Documenting Minors and Majors.
- Communication with parents re Minors and Majors.

8. Signals that the teacher will use to get the attention of the students

- Decide on a verbal and physical signal. There are ideas at:
 - <https://thecornerstoneforteachers.com/50-fun-call-and-response-ideas-to-get-students-attention/>
 - <https://minds-in-bloom.com/attention-signal-ideas/>
 - <https://www.lauracandler.com/quiet-signals/>
- Students return your signal: They stop the activity, look at the teacher, and respond in the way the teacher requests.
- Hold your signal in position until each student stops the activity and directs attention to the speaker.
- Keep practising until the students become silent and give their undivided attention every time the signal is used.

9. Calm corner or space

- Create a calm corner in the classroom and explain how it will work. There are useful resources at:
 - <https://www.socialemotionaeworkshop.com/2018/08/make-calm-corner-work/>
 - <https://www.creativelyteachingfirst.com/blog/calm-down-corner-in-classroom>
 - <https://www.weareteachers.com/calm-down-corner/>

10. Procedures

- Assembling on the basketball court before school; after lunch; after recess; after school.
- Lining up outside the classroom.
- Morning routine, e.g:
 - Where to place school bags.
 - How to enter the classroom.
 - What to take out of the school bag and where to place it for the day.
 - Where to wait while the other students are getting ready.
 - What to do while the other students are getting ready.
 - End of the day routine, e.g.
 - ✓ Where to place pencil cases, laptops and other personal belongings prior to leaving the classroom.
 - ✓ Where to stand while waiting to be dismissed from the classroom.
 - ✓ How to proceed to the basketball court or COLA. (Emphasise the danger of running along passageways outside classrooms).

11. Roster for classroom jobs

- The roster will be developed according to the jobs required by each teacher.

12. Daily visual timetable

- Establish a daily visual timetable. There is a variety of templates online for daily visual timetables.

13. Classroom supplies

- What items are the students expected to supply for themselves? (*See final newsletter for the previous year, where the supplies are listed for each class*).
- What items does the school supply?

- Respecting the property of others, including the supplies belonging to the teacher.
- Where in the classroom may you go to get supplies?
- How will classroom supplies be made available to students?
- Which areas of the classroom are students not permitted to retrieve supplies from?
- What do I do if I run out of supplies, e.g. pen, exercise book.

14. Homework

- Refer to the school's [homework policy](#) on the school website. In particular, draw the students' attention to the following requirements:

| | Kindergarten & Year 1 | Years 2, 3 & 4 | Year 5 | Year 6 |
|--|---|---|---|---|
| Reading (shared or independent) - MANDATORY | Minimum 10 minutes daily, Monday to Thursday, including sight words practice. | Minimum 10 minutes daily, Monday to Thursday. | Minimum 20 minutes daily, Monday to Thursday. | Minimum 20 minutes daily, Monday to Thursday. |
| Formal written homework - OPTIONAL | Up to but not more than 10 minutes daily, Monday to Thursday. | Up to but not more than 15 minutes daily, Monday to Thursday. | Up to but not more than 15 minutes daily, Monday to Thursday. This would include a major research assignment once per term with an allocated time of several weeks. | Up to but not more than 30 minutes daily, Monday to Thursday. This would include a major research assignment once per term with an allocated time of several weeks. |