RATIONALE:

St Mary's Catholic School community consists of parish community, school staff, parents, students and others. As such it encourages all involved to act as Jesus would want them to act. Through this all will be affirmed in an awareness of their own self-worth and gifts and thereby support others by their genuine concern and sensitivity.

We encourage, through praise and example, a positive self-image, so that students will exercise self-discipline. We acknowledge, however, the need for disciplinary structures.

Pastoral care is the school's expression of concern for the development of the child, it implies a holistic education centred on the human person of the child made in the image of God.

Pastoral care in the Catholic School is not so much a program as a total expression of the school's service to the child. No program, however sophisticated, can replace a school climate of genuine care and concern for students as people.

The challenge of Pastoral Care is to deepen the relationship between parents, school and students. The school offers its members an educational setting which is supportive and functional.

The Religious Education program provides the philosophical foundation for pastoral care of students.

A climate of affirmation encourages students and parents to imbibe a sense of personal worth and to know that their gifts are appreciated.

Availability to parents, fellow staff and students is seen as an important aspect of pastoral care.

Discipline, or formation in responsibility, is a dimension of pastoral care which has modified its expression in recent times. Self-discipline is encouraged as a positive goal and individual students are helped review their behaviour as it affects other people. The pastoral care of the school attempts to form students in accepting responsibility for their actions, to know and respect the boundaries of acceptable behaviour and to be confronted when norms of conduct are breached.

Pastoral care is about loving the children. With St. Paul, teachers could well select this passage from Corinthians as the context of Pastoral Care: "If I have all the eloquence of men and angels but speak without love I am simply a gong booming or a cymbal clashing." (1 Cor 13:1)
PASTORAL CARE  - Learning Experiences

1 AIM

1.1 We endeavour to provide a balanced, spiralling range of learning experiences. This enhanced curricula will hopefully produce children who are responsible and are intrinsically motivated, capable of choosing freely 'in the light of Gospel values.

2 LEARNING EXPERIENCES - Objectives

2.1 To ensure that values within the Gospel are reflected across the whole curriculum.

2.2 To provide clear Catholic attitudes/values to enable the children to cope with our changing Australian culture.

2.3 To enhance the children's self-concept.

2.4 To provide a range of learning experiences which cultivate spiritual, emotional, cultural, intellectual and physical elements.

2.5 To respond to the various cultural needs of students.

2.6 To respond to values in the hidden curriculum.

2.7 To promote co-operation rather than competition.

3 STRATEGIES

3.1 The physical environment should reflect the philosophy of the school. e.g.
   • grass area for quiet play, e.g. chess, snakes and ladders.
   • seats and logs located in appropriate areas.
   • trees and plants cared for by children.
   • care of the local environment, e.g. clean up time.
   • playground markings.

3.2 Encourage children to develop and use any special talents. e.g.
   • school band
   • after school sports.
   • liturgical movement.
   • public speaking.
   • teachers to develop extension programs specific to children's abilities and needs, e.g. language, maths.
   • alternate wet weather program for sports afternoons based on specific talents and interests, K-6.

3.3 Evaluation assessment and reporting procedures promote the self-esteem of a child. This is an ongoing process throughout the K.L.A.'s.

3.4 Lessons should be well prepared, stimulating and interesting. and should follow the curriculum set by the Board of Studies.
• motivation techniques used such as stories, poems, movement, drama, puppets, guessing games, visual aids, song.
• relevant to the children's needs, pitched at their level.
• hands on.
• programs so that skills are developed sequentially.

3.5 Children should be given opportunities to make decisions.
• group work.
• moral dilemmas.
• promoting independence
• school rules.
• classroom rules.

3.6 Teachers should be committed to providing learning experiences which reflect
the Vision and Mission Policies of our school.
• that school curriculum policies are implemented K - Y6 eg. Maths and
English.

3.7 Learning experiences should involve taking into consideration different learning
styles whilst at the same time 'including:-
• a variety of media - film, books, videos, mathematical stimuli, junk materials,
art materials etc.
• a variety of working situations - small groups - intellectually based, social,
mixed, peer support.
• individual.
• whole class
• a variety in working environments e.g. library, classroom, playground, church,
hall, other classrooms, local environments/area
• children as a valuable resource in themselves: tapping on individual talents,
using children's abilities

3.8 Cultural
• To develop the child's aesthetic sense through active involvement and
appreciation in art, music, drama and literature.
• To give each child a knowledge and appreciation of their own and other
cultures.

3.9 Moral
• To lead each child to the formation of Christian attitudes.
• To guide the child in forming a Christian conscience which will enable him/her
to perceive and acknowledge what is right and good.
• To develop an understanding and appreciation of the importance of the family
unit in society.
• To develop a sense of social responsibility and respect for others in all
aspects of school life.
• To inspire all to have a keen sense of social justice with sincere compassion
for others and be eager to help them
DISCIPLINE STATEMENT

Discipline at St. Mary’s is an integral part of "Pastoral Care".

Discipline is therefore seen, in the light of our Pastoral Care policy, as a system of relationships and rules, rewards and sanctions within which the school community works to foster the development of personal responsibility and self control.

This Discipline Statement is presented so that students, parents and teachers will be clearly aware of the standards of behaviour expected at St. Mary’s. The procedures are designed to help children come to an understanding that everybody at our school has rights and responsibilities.

As per Archdiocesan Policy, Corporal Punishment is not permitted.

CLASSROOM MANAGEMENT

Day to day classroom management will be dependent upon the nature of the class and the style of the teacher.

It will, however:

- reflect the pastoral care emphasis on quality relationships, quality learning experiences and our care network - developing self-discipline and a responsible attitude.

- be based on classroom rules which are:
  - few in number
  - fair and reasonable
  - agreed to by the class
  - displayed and regularly reinforced.

- incorporate consequences which are:
  - logical, fair and consistent
  - agreed to in advance
  - carried out with reference to the rules, without anger and with emphasis on the behaviour rather than the child.

Classroom Management Practice

Integral to the success of any program is the behaviour of the teacher implementing it. The teacher must:

- Acknowledge as many appropriate behaviours as practicable in a manner most appropriate to the situation and student.
- Ensure that the students academic needs are addressed (eg. IEP).
- Involve students in the selection of rules, acknowledgement and correction, i.e. implicit rewards rather than explicit rewards to be encouraged.
- Always act as impartially as possible.
- Be consistent with regards to the correction for inappropriate behaviour.
- Be consistent with application of the Classroom Management programme.
- Not use confrontational techniques or be drawn into secondary behaviours.
- Provide signals and positive verbal prompts.
- Expect that if the teacher is inattentive, then there is no grounds for penalising a student who responds in a similar way.
- Expect that if the teacher is not committed to the program, then a teacher has no right to expect the students to be.

**NB:** *The classroom management program is not a punishment system, but rather is designed to reinforce appropriate behaviours.*

**Recommendations for Practice in the Classroom**

At the beginning of each school year the teachers(s)/students will establish rules for the classroom. The following criteria are suggested for rule setting:

- In collaboration with the children, discuss and settle on rules which are essential to the classroom operating in the ‘best’ possible way, e.g. “Keep your hands and feet to yourself”.
- Frame rules in a positive way, e.g. “Walk at all times in the classroom”. **NOT** “Don’t run in the classroom”.
- Rules must be clear, observable and fair and appropriate to the age of the children.
- Teach the rules to the students.
- Display the rules and don’t have too many of them.
- Ensure that the principal and parents are aware of the classroom rules.
- Correction for rule breaking related to the rules established are also determined and made known to the children and should generally follow the St Mary’s Behaviour Management Steps.

**Sample Set of Class Rules**

1. Use soft voices
2. Hands off - feet off
3. Sharing is important
4. Walk when in class
5. Listen to each other
6. Desks need to be tidy.

**Significant Behaviour Difficulties**

Some children, for a variety of reasons which may include physiological or psychological factors, often demonstrate behavioural patterns which significantly affect their learning and the classroom environment. Individual behaviour modification programs are often necessary for such children and the classroom teacher needs to liaise closely with parents, Learning Support Teacher and Principal in the design and implementation of suitable programs. Specialist support will often be required.
# Behaviour Management Steps

## In Class

If a student is breaking class rules, is off task, is disturbing others, is generally impeding the rights of those around them etc. …

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Make eye contact with the student to notify them that you are aware of what they are doing in an effort to modify the behaviour immediately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Provide the student with a physical or verbal cue eg. a finger to the lips or reminder of the rule that is not being adhered to.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Ask the student questions such as “What are you doing?” “What are you meant to be doing?” They would need to respond to this in relation to the context of the situation and to satisfy you that they are fully aware of the expectations for the task at hand.</td>
</tr>
</tbody>
</table>

If the inappropriate behaviour continues after these three steps it is now time for the student to be removed from the task or activity to a separate place within the classroom. Time out should be limited to one minute per year of age.

| Step 4 | The student is required to fill out a “Time Out Planning Form” to an appropriate degree of responsibility for their behaviour. They need to remain on time out within the classroom until the teacher is satisfied that responsibility for the behaviour has been taken and the student has a plan in place to help prevent a repeat of the behaviour. |

If a student has gone into Step 4 two or three times over a short period of time (ie. a week) they will move onto the next step. It is important however to allow the students to make a fresh start on a regular basis (daily, weekly etc.) to help them steer clear of Step 5 and beyond as much as possible.

| Step 5 | The student will be sent to a buddy classroom for out of class time-out. Here they will be required to complete a planning form that will aim to assist them to focus on and take responsibility for, their inappropriate behaviour. They will remain out of their own classroom until this has been achieved to a satisfactory level or for a maximum of 15 minutes for K-2 students and 30 minutes for 3-6. |

If a student has been to Step 5 two or three times over a short period of time (ie. 3-4 Weeks) they will be directed to the Assistant Principal.

| Step 6 | The student is directed to a Coordinator then Assistant Principal if required. A letter will be drafted and sent home with the student along with their plans for the parents to look at, discuss with the student, sign and return to the school for filing. |

All follow-up will then take place between the parents, teacher, Co-ordinator and Assistant Principal which should provide no surprises to any of the parties involved.

| Step 7 | Further action will take place according to the CEO Policy and Procedures Manual. |

---

1. **Step 1**: Make eye contact with the student to notify them that you are aware of what they are doing in an effort to modify the behaviour immediately.
2. **Step 2**: Provide the student with a physical or verbal cue, e.g., a finger to the lips or a reminder of the rule that is not being adhered to.
3. **Step 3**: Ask the student questions such as “What are you doing?” and “What are you meant to be doing?” They would need to respond to this in relation to the context of the situation and to satisfy you that they are fully aware of the expectations for the task at hand.

If the inappropriate behaviour continues after these three steps, it is now time for the student to be removed from the task or activity to a separate place within the classroom. Time out should be limited to one minute per year of age.

4. **Step 4**: The student is required to fill out a “Time Out Planning Form” to an appropriate degree of responsibility for their behaviour. They need to remain on time out within the classroom until the teacher is satisfied that responsibility for the behaviour has been taken and the student has a plan in place to help prevent a repeat of the behaviour.

If a student has gone into Step 4 two or three times over a short period of time (e.g., a week), they will move onto the next step. It is important, however, to allow the students to make a fresh start on a regular basis (daily, weekly, etc.) to help them steer clear of Step 5 and beyond as much as possible.

5. **Step 5**: The student will be sent to a buddy classroom for out of class time-out. Here, they will be required to complete a planning form that will aim to assist them to focus on and take responsibility for their inappropriate behaviour. They will remain out of their own classroom until this has been achieved to a satisfactory level or for a maximum of 15 minutes for K-2 students and 30 minutes for 3-6.

If a student has been to Step 5 two or three times over a short period of time (e.g., 3-4 Weeks), they will be directed to the Assistant Principal.

6. **Step 6**: The student is directed to a Coordinator then Assistant Principal if required. A letter will be drafted and sent home with the student along with their plans for the parents to look at, discuss with the student, sign and return to the school for filing.

All follow-up will then take place between the parents, teacher, Co-ordinator and Assistant Principal which should provide no surprises to any of the parties involved.

7. **Step 7**: Further action will take place according to the CEO Policy and Procedures Manual.
**On the Playground**

If a student is breaking playground rules or generally impeding the rights of those around them, etc. …

| **Step 1** | Make contact with the student to notify them that you are aware of what they are doing in an effort to modify the behaviour immediately |
| **Step 2** | Ask the student questions such as “What are you doing?” “What are you meant to be doing?” “What could you be doing?” They would need to respond to this in relation to the context of the situation and to satisfy you that they are fully aware of the expectations for playground behaviour. |
| **Step 3** | Time out for a specified period of time on the verandah outside Year1S class room. If the inappropriate behaviour continues after these steps the student will be removed from the playground to a member of the school executive. |
| **Step 4** | While with the executive staff member the student is required to fill out a “Time Out Planning Form” to assist them in taking responsibility for their behaviour. They need to remain on time out for the entire playground period. At the conclusion of the Time Out they will take their plan to their class teacher for further follow up. This plan should help the student own the offending behaviour and assist them if similar circumstances arise. Younger students may be asked to draw a picture of their plan for more appropriate behaviour or make a verbal plan with their class teacher. The completed plan is then sent home (with a covering letter explaining the context) for the student to discuss the behaviour with parents. The parents are asked to sign the covering letter and return the plan and letter to the school. The plan will then be placed by the teacher into the students administration file. Where possible, this process should only take one playground period on the day of the inappropriate behaviour with the letter and plan being returned the next school day so the student is back out on the playground the following day. If a student has gone into Step 4 three or four times over a short period of time (ie 3-4 weeks) the parents will be notified that the next playground offence will incur an extended time off the playground. |
| **Step 5** | In consultation with the parents, the student will be removed from the playground for an extended period (generally a week) where they will have time to contemplate their behaviour and to discuss with an executive staff member possible ways to spend their time more appropriately when they are on the playground. Monday: Jacqueline or Michael Thursday: David or Susan Tuesday: David or Leonie Friday: Michael or Jacqueline Wednesday: Leonie or Susan If a student gets to Step 5 twice over a short period of time (ie. 1 term) there will be consultation between the school, parents and Catholic Education Office for the student to spend some time at home and for the school and home to seek some outside assistance for the student. |

**N.B.** In the case of physical violence which has the potential to cause serious harm to themselves or others instant removal from the playground to an executive staff member (*see Step 5 above*). Remediation as in Step 4 will apply.
Time Out

Time Out is the preferred negative consequence for repeated inappropriate behaviour in the classroom at St Mary’s School.

**Time Out is;**

- a means of defusing a situation of conflict between student and teacher or between student and classmates which may build up in the classroom as the result of repeated inappropriate behaviour.
- a means of ensuring minimal disruption to other children in the class.
- a means of providing a child who has been repeatedly behaving inappropriately to have time to think about actions and consequences.

**Time Out is not;**

- a punishment in itself and isolation without being productively occupied.

When students are given Time Out as a negative consequence for their behaviour they will use the time to reflect on and record their actions, as well as to plan for more appropriate behaviour should similar circumstances arise. The child’s class teacher will assist the student in this by following up the completion and actioning of the Time Out Planning Form.

**Making a Plan**

When discussing the need to make a plan with a child the following points need to be taken into consideration:

An effective plan needs to be:

- **Simple:** make the plan small, achievable, uncomplicated.
- **Specific:** what, when, where, how
- **Action based:** list only positive behaviours, ie what is actually going to be done.
- **Repetitive:** where possible the actual behaviour specified in the contract should be capable of being carried out over and over again.
- **Self-contained:** the success of the plan should not depend on the actions of others.
- **Immediate:** can be commenced right away.
- **Option-based:** so that the child can try other means.

The plan must have a reasonable chance of success. If suitable, the teacher will build in a time when they will check with the child to see how they are managing. This gives the teacher the opportunity to encourage the child and commend effort. Depending on the child’s previous experience the check may be after a very short space of time ie a half an hour or a school session. The teacher may have to build in a series of encouragement checks if the child has not had much success previously.
APPENDIX 1.

For children who keep our rules

Some ideas for reward are:

- smile
- give verbal praise
- give general comments of encouragement or affirmation stickers
- allow child to choose own reward or activity. E.g free time
- send "good" messages home.
- Give an award or certificates at assembly eg. merits, teacher's and Principal's awards
- show work to other classes
- nominate for Student of the Week, Improvement or Sports Star award
- encourage praise from other children
- ask Principal to visit class
- put item in the school newsletter
- arrange an office or library display of good work
Manners expected from St. Mary’s children

- Children are expected to greet teachers and any adult whom they meet.
- Children are expected to offer to help teachers or adults, either by carrying bags, parcels etc. or by volunteering their help in other ways that are appropriate.
- Politeness is required at all times eg. knocking on doors, entering and asking to be excused, “please” and “thank you”.
- Children should use manners and be polite in their way of speaking to all members of the school community.
- Whenever any teacher or adult enters the room, the class teacher will call the children’s attention to the visitor, so as to enable the children to greet the person “respectfully”.

- Should the children notice the visitor before the class teacher does, they are to notify the teacher and only greet after the introduction.

- For very frequent visitors to the class, the teacher is to establish his/her own policy.

- Whenever two adults are talking, children are expected to move away and not to stand listening - neither should they interrupt the conversation without asking to be excused.
Appendix 3

Time-Out Planning Form

Name: __________________________ Class: _____ Date:________

Time

○ What did you do?

____________________________________________________________________

____________________________________________________________________

Why did you do it?

???

○ What should you have been doing?

____________________________________________________________________

____________________________________________________________________

You are responsible for what you do. What can you DO to resolve this now?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

______________________________________ Signed (Student)

______________________________________ Signed (Class Teacher)
Appendix 4

Behaviour Planning Form

Name: _____________________  Class: ______  Date: _____________

Why have you been sent to an Executive member of staff?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Which behaviours do you need to work on?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What are three things you could do about this inappropriate behaviour?

1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________

Which one will you try first?

_____________________________________________________________________

Will you need someone to help you keep this plan? ______________

Who will help you? ___________________________________________

Talk about your plan with your helper and think of some ways that you can stick to this plan.

______________________________________ Signed (Student)

______________________________________ Signed (Executive Staff Member)

Upon completion, this planning form will be placed in the student’s file.
Appendix 5

Time-Out & Behaviour Change Planning Form

Name: ___________________________  Class: __________

Time: ___________  Date: ___________

What did you do?

____________________________________________________________________________
____________________________________________________________________________

Explain what happened from start to finish.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

What could you have done differently?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

So that this behaviour does not occur again, what can you do?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

How did your behaviour affect others?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

____________________________________________________________________________  (Signed) Student

____________________________________________________________________________  (Signed) Teacher

Action taken (written by Teacher)