



St. Anne's

Primary School

60 KNEES ROAD, PARK ORCHARDS, VICTORIA 3114

POLICY: PASTORAL / CARE DISCIPLINE

RATIONALE:

Pastoral care of students in the context of this policy refers to action taken within a school by its leaders and community members to promote and enhance student wellbeing of a personal, social, physical, emotional, mental or spiritual nature. Key elements of student wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours and personal resilience.

CEOM Policy 2.26 , Pastoral Care of Students in Catholic Schools

AIM

1. To establish and maintain a supportive environment in which all individuals feel safe.
2. To establish and maintain an environment which is conducive to learning.
3. To foster healthy relationships between children and develop their knowledge of their rights and responsibilities in these relationships.
4. To foster self-discipline and empathy in students.

IMPLEMENTATION

The procedure in place at St Anne's School is based on the premise that every student has the following rights and responsibilities.

We have the right to

- Feel safe, be safe
- Learn
- Be respected
- Enjoy being at school
- Share our ideas

We have the responsibility to

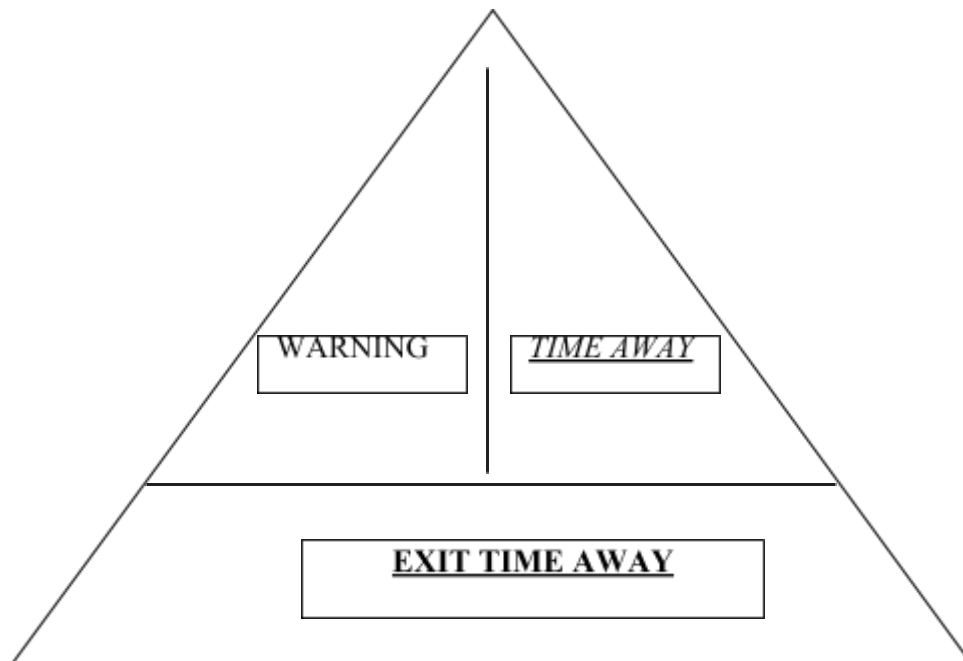
- Make others safe
- Let others learn
- Respect others and their property
- Allow others to enjoy school
- Listen to other people

If students choose not to exercise these responsibilities the following steps will be implemented relevant to the child and their behavior:

Procedure

Steps to be sequentially implemented relating to Misbehaviour Inside the Classroom.

1. Ensure expectations are clearly defined using language of choice (see appendix 1).
2. Non-verbal gesture (eg hand signal/eye contact).
3. Verbal warning using language of choice (see appendix 1) to remind children of their responsibilities.
4. A laminated chart is displayed in each classroom as follows:



A child's name will be written on the chart in the "WARNING" section if he/she causes further disruption after the initial rule reminder. The teacher will make the child aware that this is a formal warning. This will be recorded on a chart that is not displayed on a wall. The name will remain on the chart for the remainder of the day.

5. Time away from the group (inside the classroom) to evaluate their choice (limited time eg 2-5 minutes).
 6. Employment of the SIB - 2 minute model (see appendix 2) to mend relationships.
 7. If the student continues to make unsafe or inappropriate choices they will spend time away in another classroom (20 minutes) followed by review and enactments of agreements from SIB - 2 minute model (see appendix 2) or affective questions (see appendix 4). At this stage parents will be notified. This may be through the teacher sending home the completed time-away form for the parents to sign and return.
 8. Student referred to Student Wellbeing Leader (SWL) for further consultation, which will include parental contact.
- (Classroom time-away forms are to be maintained in classrooms and taken to specialists classes).

Steps to be implemented relating to Misbehaviour Outside the Classroom.

1. Non-verbal gesture (eg hand signal) and or verbal reminder of responsibility using language of choice.
2. Short period away from group to reflect on their choices (limited time eg 2-5 minutes).
3. Employment of SIB 2-minute model (see appendix 2) to clearly establish concerns.
4. If the student continues to make unsafe or inappropriate choices, they will be asked to spend 20 minutes time in designated area reflecting on their behaviour (children will complete the time away sheet in this time).
At this stage parents will be notified. This may be through the teacher sending home the completed time-away form for the parents to sign and return. The Deputy Principal will be responsible for organising this procedure.
5. If the behaviour is bullying then the anti-bullying policy will be implemented.

The designated "time-away area will be on the internal seating adjacent to the sick bay.

Steps To Be Implemented Following a Serious Incident

In some instances, the serious nature of the behaviour will require additional responses. Definition of a serious offence is when:

1. The behaviour seriously undermines the ethos of Saint Anne's School; or
2. The individual consistently and deliberately fails to comply with any lawful order of a principal or teacher; or
3. The individual is offensive or dangerous to the physical or emotional health of any staff member or any student; or
4. The individual consistently or deliberately interferes with the educational opportunities of other students.

All students who require implementation of any of the steps relating to misbehavior will be monitored. In the case of a serious incident, parents of both the perpetrator(s) and the victim(s) will be informed of the specific incident(s), and the resulting remediation process. The child completes the Time-Away journal.

When a serious offence occurs, the staff member involved refers to the Deputy Principal for further consultation, which may result in a meeting with all relevant - concerned parties (teacher, parents, Student Wellbeing Leader, and Deputy Principal/ Principal). (Refer to anti-bullying policy). If the individual is offensive or dangerous to the physical or emotional health of any staff member or any student they will be sent to the office with a black card. The Deputy Principal/Principal or nominated staff member employs the 'consequences for offenders' from the anti-bullying policy. Corporal punishment is not to be implemented for any reason.

Remediation

Dealing with individual students may require:

Program Support Group (PSG) or Professional Intervention in the form of counselling or other student services.

The Student Wellbeing Leader will coordinate these referrals. Communication and collaboration with parents of both parties will be maintained throughout the process. Some students may need individual behaviour management programs monitored by the Principal/Deputy Principal. The scope of these programs may range from individually based strategies to group programs. It is expected that the parents will participate in programs or counseling as advised as part of their commitment to St Anne's policies and procedures.

Evaluation of the Pastoral Care Discipline Policy will take place every four years or when necessary.

This policy was reviewed in 2014

The next review will be in 2018

Appendix - Glossary of Terms

Appendix 1 - Language of choice

- Engages the young person with dignity
- De-escalates the behaviour
- Heightens the young person's responsibility
- Re-integrates the young person

Example; A child is not playing by the rules in a handball game. The other students are getting annoyed.

Teacher: " Childs Name I can see your friends are starting to get frustrated, before you join back in the game with your friends you need to think about how you can play fairly and cooperate with the rules".

Appendix 2 – Two Minute Model (SIB)

Set the Scene (for cooperation)

1. This problem can be solved
2. If we work *together* as a team (i.e., cooperate)
3. Everyone can have their important needs met.

Identify Interests (briefly)

1. “What do you want / need?”
2. “What are you worried / concerned about?”

Brainstorm Options (creatively)

“Let's think of some creative ways to solve the problem”

Most students need an adult to help them think of alternatives.

Appendix 3 - Affective Questioning

- Focus on specific behaviours or incident without blaming.
- Use ‘relational questions’ to draw out who was affected and how they were affected. (see below)
- Direct questions toward problem solving what needs to ‘make things right’?

Appendix 4 - Affective Questions

- What happened?
- How did it happen?
- How did you act in this situation?
- What were you thinking at the time?
- What have you thought about since?
- Who do think was affected?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- If the same thing happened again how could you behave differently?

Appendix 5 - Time Away Journals

The children will complete the following time away journal if they reach step four relating to Misbehaviour Outside the Classroom or step 6 for Misbehaviour Inside the Classroom.

Time Away Prep - 2 Name: _____ Date: _____

Teacher who asked me to complete the Time Away form: _____

Draw/Write what you did	
Draw/Write what you should have done	
What can you do to make things right?	

Circle the RIGHT you took away.

The right of someone to

- Feel safe, be safe
- Be respected
- Learn
- Share our ideas
- Enjoy being at school

***Circle what was your
RESPONSIBILITY***

The responsibility I had was:

- Make others safe
- Let others learn
- Respect others and their property
- Allow others to enjoy school
- Listen to other people

Time Away 3 – 6

Name: _____ Date: _____ Teacher **Time Away 3 - 6**

Teacher who asked me to complete the Time Away form: _____

Describe the Situation Who What Where When	 <hr/> <hr/> <hr/> <hr/> <hr/>
How did the situation make you feel? Use I statements. Example; I felt angry when ##### kicked my ball away.	 <hr/> <hr/> <hr/> <hr/>
How did you make the other person feel? Example; When I kicked ##### I think he/she would have felt physically unsafe. I think they may have felt scared as well.	 <hr/> <hr/> <hr/> <hr/>
How do you want this situation to finish? Example; I would like ##### and I to be able to play together cooperatively in the future.	 <hr/> <hr/> <hr/> <hr/>
What changes will you need to make? When will you need to make them? List the steps you will take.	 <hr/> <hr/> <hr/> <hr/> <hr/>

Circle the RIGHT you took away.

The right of someone to

- Feel safe, be safe
- Be respected
- To learn
- Have and express an opinion
- Enjoy being at school

Circle what was your RESPONSIBILITY

The responsibility I had was:

- Ensure the safety of others
- Not interrupt when people are doing their work
- Respect others and their property
- Allow others to enjoy school
- Respect the opinions of others