Pastoral Care Policy
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Policy Review
The Pastoral Care / Student Management Policy is to be reviewed periodically and not less than once every two years from the date of implementation of the policy.

Date of review: Term 3, 2004
INTRODUCTION

- St Agatha’s is a Catholic Primary School in the Broken Bay Diocese with a student population of approximately 540. There are approximately 35 staff members employed at St Agatha’s.

- St Agatha’s is a settled multi-cultural community with a very small percentage of families from overseas on a working visa. The majority of students come from a middle class background where one or both parents are employed. Parents are encouraged to be involved in their child/ren’s education as class helpers, canteen assistants, as members of the parents and friends association, and have active roles in sporting activities.

- In a friendly learning environment, St Agatha’s strives to develop quality relationships through –
  - Parish involvement
  - Positive modelling of quality relationships among staff, parents and children
  - Clear policies and procedures
  - Peer support structures
  - Effective care networks between staff, parents, students and the local community
  - A learning environment for all members of the school community
  - Community involvement

- In the year 2000 the St Agatha’s community parents, teachers and students took part in a data collection process. The areas surveyed were:
  - What do we do well?
  - What is not working well?
  - Exit outcomes. What type of child would we like to see leaving St Agatha’s?

  This data was collated (Appendix A) and an action plan was formulated on a school staff development day.

- In the process of this policy development a previous discipline and pastoral care policy was considered and used as a reference.
PHILOSOPHY

This policy

...... has as its focus the life of Jesus.

It is the vision of life at St Agatha’s that we seek to embrace and live God’s love, compassion, reconciliation and justice.

...... is concerned with the dignity and integral growth of the person.

St Agatha’s is a community that provides a strong sense of well-being, belonging and security. Students, staff and parents are given every opportunity to be affirmed in their dignity and worth and assisted to grow to the fullness of their potential.

...... is a responsibility entrusted to all members of the faith community.

St Agatha’s is a community where responsibility is entrusted to all members – students, parents, staff, clergy, administrators – contributing to each other’s growth towards wholeness.

...... is a force for healing, reconciliation and liberation.

St Agatha’s is a community living out the gospel of Jesus and is committed to the values of compassion, tolerance, forgiveness and reconciliation.

...... is an expression of and commitment to justice.

St Agatha’s is a community which responds with sensitivity to the social and cultural diversity of its members.

The lived expression of this draws on social learning theory, which places importance on the environment and positive role modelling and on Dr William Glasser’s “Choice Theory” which states that:

“School climate is crucial in development effective discipline.
Schools and classrooms should be ‘good places’ for children and adolescents to be. A good place is where:

- People respect each other
- Two-way communication is practised by people talking with, not at, each other
- Reasonable rules are formulated democratically
- Administrators and teachers actively support and participate in an approach to discipline that teaches individual responsibility”.

Pastoral Care Policy for Diocesan Systemic Schools
Diocesan School Board, Diocese of Broken Bay
August 2000
On the basis of this, as a school community......

We believe that Jesus Christ is our model to whom we give witness in our values, attitudes and actions.

We believe that it is the parents who are the primary educators of their children.

We believe that children need positive role models in order to grow and establish positive relationships and behaviours.

We believe that the school community should provide support for children with special needs. This should take place in an environment of understanding, knowledge of acceptable behaviour with patience, a long term view, consistency and persistence.

We believe that students should receive care and support from all members of the faith community that reflect Gospel Values.

We believe the importance of utilising outside resources to support teachers, students and parents, for example, counsellors, psychologists, speech therapists, occupational therapists.

We believe that all members should be encouraged, appreciated and accepted as unique individuals. They should be given opportunities to make valuable contributions to our school community.

We believe that all members of the school community need to take responsibility for their own behaviour.

We believe in a commitment to the growth and well being of each individual according to his/her needs through support and affirmation.

We believe in the rights and responsibilities, justice and mutual respect for all members of the school community.

We believe in the dignity of each child within the school community and will strive to provide opportunities for all to reach their full potential.
OUR RULES

To help protect our rights and to encourage responsibilities, we have basic rules for our classrooms and for our school community.

These rules include the following:

Learning Rules

These apply to the way we learn and play in classrooms and outside. They cover things like co-operation, how we get attention or help in class, behaviour in class.

Movement Rules

These apply to the way we move around the class and in the corridors, lining up and being on time.

Treatment Rules

These rules apply to the way we treat each other.

Safety Rules

These rules cover safe behaviour and safe and appropriate use of equipment.

Talking and Communication Rules

These rules apply to the agreed method of communication within the classroom and in the yard, appropriate talking levels, using positive and courteous language.

Some students will need to be taught how to adhere to these rules. It is the responsibility of the teacher and parents to act together to develop these skills at the point of performance.
THE RULE

1. Learning Rules
   - Learn all you can
   - Co-operate with the teacher
   - Pay attention in class
   - Be involved in school activities
   - Try to develop your skills with the help of your teachers
   - Come to school regularly
   - Ask for help when needed
   - Have the correct equipment at school
   - Bring the necessary equipment each day to school
   - Leave prohibited materials at home

2. Treatment Rules
   - Respect people
     - *Fighting will not be tolerated.*
     - *Teasing will not be tolerated.*
   - Be courteous and considerate to all
   - Listen to people when they are speaking
   - Follow teachers instructions
   - Avoid causing injury to others
   - Avoid causing embarrassment to others
   - Listen attentively when spoken to
   - Respect other people’s personal space
   - Show respect to visitors, guests and relief teachers.
   - Respect the property of others
   - Leave other people’s property alone

   - *Never steal, litter, deface, damage or misuse school or private property*
   - Be honest
     - Always be honest and truthful
     - Always hand in lost property
     - Take responsibility for own behaviour
   - Look after our school
     - Take care of the buildings, furniture, grounds and all other property
     - Keep everything clean and tidy
     - Wear your uniform with pride
     - Behave well at school and on all excursions
     - Play sport fairly
     - Do your best in all school activities.
3. Talking and Communication Rules
Be socially appropriate when talking to others
- Hands up to speak in whole group times
- Listen when other are speaking
- Speak quietly inside
- Wait for your turn to speak
- Speak respectfully

- Swearing, put downs, any form of discrimination, teasing, hand gestures, name calling and bullying, in any language, will not be tolerated

4. Movement and Safety Rules, Staff, Students & Parents
   - Inside – walk inside at all times
     - Walk at all times
     - Walk in single file and on the left when walking up and down stairs
     - Movement of furniture to be always supervised by a teacher
     - Never use sharp implements in the classroom without the supervision of a teacher.
     - The carrying of sharp implements, anything breakable, ie mugs and vases, is the responsibility of the teacher
     - Children must go to the toilet in pairs
   
   - Outside - comply with school boundaries
     - Observe the playground rules (Appendix B)
     - Observe the tuckshop procedure (Appendix C)
     - Follow the drive through rules and procedures (Appendix D)
     - Follow the bus rules and procedures (Appendix E)
<table>
<thead>
<tr>
<th>RIGHTS OF CHILDREN</th>
<th>RESPONSIBILITIES OF CHILDREN</th>
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</thead>
<tbody>
<tr>
<td>I have a right to …………</td>
<td>I have the responsibility to …………</td>
</tr>
<tr>
<td>▪ Feel safe and happy</td>
<td>▪ Make other feel safe and happy</td>
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<tr>
<td>▪ Learn</td>
<td>▪ Help others learn</td>
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<tr>
<td>▪ Be treated with respect and as an individual with my own special needs</td>
<td>▪ Respect other people and their needs</td>
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<td>▪ Know that my property is safe</td>
<td>▪ Respect and care for other people’s property</td>
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<tr>
<td>▪ Work in a clean and tidy school</td>
<td>▪ Ensure that I keep myself and my school tidy</td>
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<tr>
<td>▪ Express my opinion and have it listened to respectfully</td>
<td>▪ Learn how to express my opinion appropriately and to respect the opinions of others</td>
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### RIGHTS OF PARENTS

**I have the right to ……….**

- Regularly receive information about the school in general
- To be informed of my child’s / children’s progress, both acknowledgements and areas of concern
- To be treated with respect, to express my opinion and have it listened to with respect
- To be part of the school decision making process and assist with the formulating of school policies and rules
- Expect that my child/children will be in a learning environment where his/her needs will be provided for as far as possible within a mainstream setting
- To expect that my children work in a clean, orderly and tidy environment

### RESPONSIBILITIES OF PARENTS

**I have the responsibility to ……….**

- Read communications from the school and respond when necessary
- Regularly keep in contact with the teachers and the school in general, to be involved in activities where possible and to make an appointment with staff when a need for a meeting arises
- Express my opinions through the appropriate channels and respect the opinions of others
- Positively promote and support school rules and to acknowledge the professionalism of school staff. Support the school in relation to decisions made and promote actively to my children and the community the policies of the school
- To act as a partner with the school to help my children learn to their full potential. To make every effort to understand the educational programmes being offered to my children.
- To help keep the environment clean, to ensure my children are well dressed and prepared for school and to promote school values.
RIGHTS OF STAFF

I have the right to ………

▪ Be acknowledged as a professional

▪ To be treated with respect

▪ To express my opinions and have them listened to with respect.

▪ Work in a safe, supportive environment

▪ Have the opportunity to carry out a programme that caters for all the children in my class

▪ Work in a clean, tidy and orderly environment where safety of my personal property is taken into account.

RESPONSIBILITES OF STAFF

I have a responsibility to ………

▪ Make every effort to value others in the school community and ensure a professional approach to my work and to provide a quality education program

▪ Treat all in the school community with respect, be aware of professional boundaries and work collaboratively with my colleagues

▪ Express my opinions through the appropriate channels and respect the opinion of others

▪ Be proactive in ensuring that duty of care and child protection legislation, OHS practice and procedures are adhered to

▪ Use time to plan and evaluate the programme to ensure success for all children.

▪ Put aside a regular time to develop routines within the classroom for taking responsibility for the cleanliness and safety of the classroom and school.

▪ Use provided opportunities to pursue professional development.

▪ Promote a clean, tidy and orderly classroom environment and to assist with the cleanliness of playgrounds and staff room.
Management Strategies

As a school community we acknowledge publicly the efforts of staff, students and parents in the promotion of quality relationships through -

1. **Classroom hierarchy of responses** (Appendix F) which encourages -
   - Responsibility for choices
   - Collaboration between teachers, parents, children
   - Development of acceptance of personal responsibility
   in a consistent and supportive environment.

2. **Classroom rules.**
   Developed collaboratively by teachers and students at the beginning of each year.

   These need to be –
   - Accepted by both students and teachers
   - Negotiated by both students and teachers
   - Referred to often during the week
   - Applied consistently throughout the year

3. **Playground hierarchy of response** (Appendix G) –
   - “Playground troubles?” (Students’ process)
   - “Hierarchy of response” (Teachers’ process as for classrooms)

4. **Major disciplinary sanctions** – refer to CSO policy. (Appendix H)

No person within the school community is permitted to use corporal punishment
WHOLE SCHOOL ACKNOWLEDGEMENT OF ACHIEVEMENT

- Community celebrations
- Assemblies used to acknowledge and celebrate
- Newsletter
- Within class reward systems
- Birthday celebrations and acknowledgement in the newsletter
- Celebration of personal milestones, sacraments
MAJOR DISCIPLINARY SANCTIONS

In order to promote a consistent and clear approach to the management of the school population the classroom and playground hierarchy of responses will cater for most incidents and issues that arise.

However, for those incidents that require a higher level of response the following procedure will be followed based on the Major Disciplinary Sanctions of the Diocese of Broken Bay Pastoral Care Policy (Appendix H)

Procedure
St Agatha’s school community recognises that there will be occasions when a brief period of time out from the classroom may be beneficial for students. If a child is to be sent to another classroom for ‘time out’ it must always be a grade higher than their own. The Principal is to be informed of all instances of ‘time out’ spent out of the classroom by individual students.

For higher-level instances and repeated disregard for class and playground code of conduct it may be deemed appropriate for within school suspension and re-entry programme to be put in place.

Step 1
Teacher informs Principal.

Step 2
Principal informs parents, CSO School Consultant, CSO Special Needs Consultant and the school’s learning support teacher, and arranges a case conference.

Step 3
Case conference involving class teacher, Principal or delegate, parents, student and any other appropriate personnel.

Step 4
Designing of a re-entry timeline. Provision of appropriate support.

After re-entry and with continued support if the student still chooses to exhibit high level inappropriate behaviour a suspension outside of school and re-entry programme may be deemed appropriate after consultation between Principal and CSO School’s Consultant.

If re-entry after suspension is not effective a negotiated transfer or expulsion may be a last resort. (See Page 4, Pastoral Care Policy, Diocese of Broken Bay).
POLICY REVIEW
This policy will be reviewed and evaluated within twelve months of its date of adoption, or sooner if any information, incident, injury, illness, legislative or organizational change that demonstrates the need for policy change.

POLICY DATES
Date of completion of formulation and adoption: July 2006
Date of effective implementation: July 2006
Date of review of Policy: March, 2009

Principal
Contents of Appendix

Appendix A: The data collection and summary of results

Appendix B: Playground Rules and Information

Appendix C: Canteen Procedures

Appendix D: Drive Through Policy

Appendix E: After School, Buses and Crossing; Rules and Procedures

Appendix F: 'It's My Choice!' classroom hierarchy of responses

Appendix G: 'Playground Troubles?' Playground hierarchy of responses

Appendix H: Major Disciplinary Sanctions from the CSO