



Pastoral Care and Welfare Policy

Related Policies

St Bernard's Anti Bullying Policy
St Bernard's ICT Policy
St Bernard's Code of Conduct Policy
St Bernard's Classroom Support Policy
CE Student Duty of Care Policies (Complispace)

St Bernard's is an inclusive Catholic School Community that begins with the heart and nurtures and empowers future learners (School Vision Statement).

In partnership with families, we are committed to educating students to be:

- Curious, creative, critical thinkers who aspire to be their best (yearn for personal excellence).
- Respectful and accepting of difference.
- Courageous to live their faith.
- Independent and resilient learners who believe in themselves and their place in the world.

School Rules

Treat each other with respect
Help each other learn
Keep ourselves and others safe
Wear our uniform properly
Care for our school environment

Purpose

This Policy outlines the belief statements about Pastoral Care and Welfare for children and families who attend St Bernard's Primary School, Batemans Bay.

Definitions

Corporal Punishment

Corporal punishment means physical force applied to punish or correct, and includes any action designed or likely to cause physical pain or discomfort taken to punish or correct (*Education Act 2004*).

We confirm the statement that St Bernard's Primary School does not permit corporal punishment of students attending the school, and that the school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons (including parents) to enforce discipline at the school.

Policy Goals

The goals of the Pastoral Care and Welfare Policy at St Bernard's Primary School are to:

- promote an atmosphere of mutual respect and support by establishing a network of Christian relationships among the students, staff, parents, clergy and the wider community;
- ensure that Pastoral Care and Welfare is integral in all that we do;
- increase communication between home and school;
- encourage and affirm each other;
- ensure that each member of the community accepts responsibility for the Pastoral Care and Welfare of others;
- respect the rights and freedoms of each individual
- respect confidentiality;
- ensure that students, staff and parents are supported by the processes in place to support all students;
- promote restorative justice practices that build relationships.

At St Bernard's Primary School Pastoral Care is experienced:

As a community	As a learning community	Through communication
<ul style="list-style-type: none"> • Kinder Orientation • Welcome BBQ • School and Class Masses • Liturgies • Prayer • Concerts • Information Nights • Fathers' Day • Mothers' Day • Grandparents Day • Staff Prayer • Newsletters • Assemblies • Social gatherings • School Board • P&F • Sacramental Programs • After school care • Breakfast Club • Opportunities for students to be off the playground at lunch 	<ul style="list-style-type: none"> • Curriculum • Pastoral Care and Welfare Policy • Classroom Support • Student Enrichment • Parents • Camps • Retreats • Excursions • Special Events • Carnivals • Open Days • Animal therapy 	<ul style="list-style-type: none"> • Body Language • Class Assemblies • Masses • Liturgies • Speaking • Listening • Newsletters • Curriculum Notes • Parent / Teacher Meetings • Reports • Website • E-mails to families • Google calendar • Skoolbag App

Through the P&F / Board	Through school structures and policy	Through student participation
<ul style="list-style-type: none"> • Build community; • Welcome new families to the school; • Cater for special events • Build parent networks; • Be a point of contact regarding special needs within the class; • Assist families where a special need arises – eg. Breakfast club, lunch • Provide support and assistance to the teachers 	<ul style="list-style-type: none"> • Vision/Mission Statement • Curriculum Organisers • Crisis Management • Supervision of Students • Pastoral Care and Welfare • Sun Smart • Mandatory Reporting • Health • Canteen • WHS • Staff and student wellbeing 	<ul style="list-style-type: none"> • Classroom Meetings • Student Leadership – SRC • Mini Vinnies • Farming group • Lego League • Buddy System <ul style="list-style-type: none"> ○Year 5 - Kinder ○Year 6 – Year 1

We show Pastoral Care to others in our community	We are supported in our Pastoral care by
<ul style="list-style-type: none"> • Community Agencies • Missions Office • Caritas International • St Vincent de Paul • Various community groups • Mini Vinnies • Maranatha 	<ul style="list-style-type: none"> • Parish Priest • Centacare who provide counselling and guidance services • Catholic Education • St Vincent de Paul

Strategies

Teachers at St Bernard's agree to employ the following strategies to support the Pastoral Care and Welfare of all students:

Primary Strategies	Secondary Strategies	Tertiary Strategies
<ul style="list-style-type: none"> Establish agreed Essential Agreements Recognise positive student behaviours through Keep the students actively involved in tasks Establish a time out area / opportunity within the room Use Restorative Practices 	<ul style="list-style-type: none"> Remind or restate classroom Essential Agreements Recognise positive student behaviours through Allow time to complete tasks at lunch / recess Time out space to reflect Time Out Reflection (Appendices 1 & 2) Involve Professional Support Teacher in monitoring behaviour Contact parent / care givers 	<ul style="list-style-type: none"> Use Restorative Practices to re-establish and rebuild working relationships Recognise positive student behaviours Involve parents / caregivers Develop work / behaviour contracts with student / parent / support teacher Apply a team approach to moving forward, including the school Exec Work closely with parents to monitor and support student contracts Use external agencies including CEO and Centacare services

Consideration for Suspension

Suspension of a student is a school matter but should not be used in the first instance of undesirable behaviour unless the Principal judges that such behaviour could cause grave moral and/or physical harm to other persons.

In NSW, students may be suspended, provided the Principal is satisfied that such action is warranted, such as when a student:

- Demonstrates consistent and wilful non-compliance;
- Acts violently or threatens violence;
- Drug-related behaviour;
- Sexual harassment of other students or staff;
- Threatens good order and
- Disrupts own learning or that of other children.

(See CE Suspension of Students Policy)

Restorative Practices

St Bernard's follows the principles of Restorative Practices when helping students, parents and teachers to resolve issues of interpersonal conflict. The Restorative Practices approach asks what has happened, who was harmed by what happened and what steps need to be taken to repair the harm. All parties involved in the conflict have the opportunity to voice their story and play a role in negotiating a resolution.

Implementation

The staff at St Bernard's Primary School agree that Pastoral Care and Welfare seeks to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

The staff employ the philosophy of Restorative Practices to promote resilience in the one harmed and the one causing harm. Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others.

The teachers at St Bernard’s Primary School agree to follow these practices:

- Acknowledge shared responsibility for all students;
- Negotiate and establish clear rights and responsibilities through developing Essential Agreements;
- Recognise the needs of individuals;
- Maximise students' ownership of behaviour through Restorative Practices;
- Maintain impartiality;
- Follow up and follow through (consistency) with parents; and
- Utilise wide support (peers, staff, counselling support and parents).

If an incident escalates to Step 5 or the seriousness of an incident warrants immediate intervention, a child will be removed from the classroom/playground and a phone call will be made to the child’s parents by the supervising teacher the same day the incident occurs. A time-out will follow the next day at lunch-time with the Principal/Assistant Principal. The incident will be discussed and the child will complete reflection questions (see Appendix 1). A letter will go home to the child’s family notifying them formally of the incident following the time out, with a copy of their response sheet. Reflection sheets are filed in the Principal’s office and formal letters are saved on the t-drive, under Behaviour Management. These are formatted in pdf as a record of behavioural patterns across the school. The family is required to sign the letter and return to school as confirmation of receipt. Returned signed letters from parents are filed in the Principal’s office. The Principal follows up with a phone call as required.

Essential Agreements and Rights and Responsibilities

The teachers at St Bernard’s agree to develop Essential Agreements that incorporate agreed classroom and school wide rights and responsibilities. These Essential Agreements seek to be positive, specific and explicitly taught to students. Essential Agreements are designed by the teachers in consultation with the students and each other and are displayed prominently around the school or classroom.

Expectations

The teachers of St Bernard’s Primary School expect that all students seek to promote the rights and responsibilities of each member of the community:

The right to learn

The responsibility to let everyone have a chance to learn

The right to feel safe at all times at school

The responsibility to ensure that everyone in our school is safe

<ul style="list-style-type: none"> • We do not bully or tease others under any circumstances 	<ul style="list-style-type: none"> • We show respect for others at all times and we accept responsibility for our actions 	<ul style="list-style-type: none"> • We tell the teacher if we are upset or offended by another person; and we never retaliate
<ul style="list-style-type: none"> • We always praise and affirm others • We always remain in sight of the teacher on duty • We respond quickly to the quiet signal • We play fairly and to the rules 	<ul style="list-style-type: none"> • We always begin lessons on time • We walk safely around the school • We show whole body listening • We walk our bikes in the school grounds • We have a go and persevere • We are not to be in the classroom during recess or lunchtime 	<ul style="list-style-type: none"> • We answer the bell promptly • We follow the ‘NO HAT – NO PLAY’ policy • We listen when others are speaking • We line up quickly and quietly • Before school, we stay in the undercover areas until a teacher starts supervision
<ul style="list-style-type: none"> • We wear the full and complete uniform to encourage pride in our school 		

The right to be respected as a person

The responsibility to show respect for other people

<ul style="list-style-type: none"> We always speak politely to everyone and do not use inappropriate language under any circumstances 	<ul style="list-style-type: none"> We show our respect for teachers and others working in the school We include others in all activities in the classroom and the playground 	<ul style="list-style-type: none"> We respect ourselves by having pride and being honest We ask a teacher to help if there is a problem
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The right to enjoy a pleasant, clean and healthy environment
The responsibility to keep our environment as pleasant and safe as possible

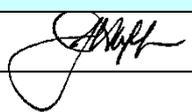
<ul style="list-style-type: none"> We place our rubbish in the correct bins provided We respect the resources of the school 	<ul style="list-style-type: none"> We keep our personal belongings tidy, including our desks, work books and all school property 	<ul style="list-style-type: none"> We finish eating sitting down before we play at lunch and recess We tell a teacher if we see a problem
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ACKNOWLEDGEMENTS

Student Welfare and Management Policy Documents from:

- Holy Trinity Curtin
- St Mary's Moruya

The policy will be reviewed not less frequently than once every three years.

POLICY DATES			
Formulated	February 2014	Adopted	FEBRUARY 2014
Implemented	February 2014	Reviewed	MARCH 2018
Next Review Due	MARCH 2020		
POLICY AUTHORISATION			
Principal	Jacqueline Heffernan	Signature	

Behaviour Consequence Chart

Classroom

Step 5:
Go to the office



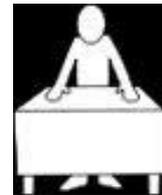
Step 4:
Go to another
classroom



Step 3:
Time out 5-10min
in own classroom



Step 2:
Move away from distraction



AGREED PROCEDURES

Step 1:
Rule reminder



Behaviour Consequence Chart

Playground

Step 4:

Stay with the
teacher on duty



Step 3:

Time out – parents
told



Step 2:

Move away from distraction



Step 1:

Rule reminder





Inappropriate Behaviour Notification 1

_____ 2018

Dear _____

Student's Name: _____ **Class:** _____

Please be advised that _____ has breached the school rules in the following way:

The choice of behaviour has broken the school rule of _____. Follow up has occurred with _____:

- Parents have been contacted.
- _____ has been spoken to by Mrs Wain and Mrs Heffernan about his behaviour and reminded about our school rules.
- A detention has occurred with a reflection sheet

Can you please continue to discuss our school's expectations with _____ so we can work together to achieve a safe and respectful environment.

Please fill in the details below and return to your child's classroom teacher by _____.

Please do not hesitate to contact me if you require further information.

Yours sincerely,

Supervising Teacher
Type name here

Inappropriate Behaviour Notification

Child's name: _____ Class: _____

Supervising Teacher: _____

I hereby acknowledge that I have received a phone call and note regarding my child's recent behaviour.

We have spoken about this and the importance of behaving appropriately in the future and especially the need to follow school rules for the safety of all.

Signed: _____ (Parent/Guardian)





Inappropriate Behaviour Notification 2

_____ 2018

Dear

Student's Name:

Class:

Please be advised that is the **second time** _____ has breached school rules in the following way/s:

The choice of behaviour has broken the school rule of _____. Follow up has occurred with _____:

- Parents have been contacted.
- _____ has been spoken to by Mrs Wain and Mrs Heffernan about his behaviour and reminded about our school rules.
- A detention has occurred with a reflection sheet

If behaviour of this nature continues your child will be placed on an in-school suspension and a formal meeting will be scheduled.

I strongly encourage you to talk to your child about today's incident and the consequences of their inappropriate behaviour.

Please fill in the attached note and return to me by tomorrow.

Yours sincerely,

Supervising Teacher

Type name here

Inappropriate Behaviour Notification 2

Student's Name: _____

Class: _____

Supervising Teacher's Name: _____

I hereby acknowledge receiving this note (Note 2) regarding my child's recent behaviour and will make an appointment to meet with you.

Signed _____ (Parent/Guardian)



TIME OUT REFLECTION
Primary

Name: _____

Date: _____

What I did:

Why I did it:

Who else was involved?

What I will do next time:

Teacher Comments:

Student's signature: _____

Principal's signature: _____

TIME OUT REFLECTION
Junior Classes

Name: _____

Class: _____

Date: _____

What I did:

What I should have been doing:

Student: _____

Principal: _____

STUDENT SUPPORT FORM

Child's Name: _____ Date _____

Team Members _____

Areas of strength:

-
-
-
-

Areas of concern:

-
-
-

Initial areas of focus:

-
-
-
-

Initial strategies:

-
-
-
-

Follow up:

-
-
-
-

Signed: _____

ACTION PLAN

Child's Name: _____ Date: _____

Behaviour Management Team:

1. Strengths to build on and encourage

-
-
-
-
-

2. Main unacceptable behaviours

-
-
-
-
-

3. Behaviours to be focussed on initially

-
-
-

4. Steps to take when unacceptable behaviour is demonstrated

-
-
-
-
-

5. If unacceptable behaviour continues

-
-
-

Good behaviour and cooperation will continually be reinforced and encouraged. Praise and positive reinforcement is our number one priority.