



TOGETHER AS ONE IN TRUTH AND KNOWLEDGE

ST MARY'S PRIMARY SCHOOL

STUDENT PASTORAL CARE, WELLBEING AND DISCIPLINE POLICY

RATIONALE

At St Mary's our Student Pastoral Care, Wellbeing and Disciple Policy incorporates a positive approach to discipline and is founded on the following beliefs which we all share:

We believe that:

- Every child is an individual
- Every child is entitled to respect and dignity
- Every child should know that he/she is loved and cared for under all circumstances
- Every child is growing and striving for perfection, following the model of Jesus and Mary the Mother of Jesus, our patron Saint.
- All discipline is ultimately self-discipline
- Discipline processes should allow children to learn

All members of St Mary's Primary School have the following:

Rights

- To learn
- To feel safe at all times at school
- To be respected and valued as a person
- Enjoy a pleasant, clean and healthy environment

All members of St Mary's Primary School have the following:

Responsibilities

- To let everyone have a chance to learn
- To make sure that everyone in our school is safe
- To show respect for other people
- To keep our environment as pleasant and safe as possible
- To show love and respect for God

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1. SCHOOL RULES

Rule	Includes
1. Hands Off	<ul style="list-style-type: none"> • People • Other's property • The Environment – Care for the environment
2. Respect Others	<ul style="list-style-type: none"> • All staff members • Children • Relief Teachers • Visitors • Remember your manners • Display sportsmanship at all times • Respect other's belongings
3. Play Safely	<ul style="list-style-type: none"> • No Hat! No Play! • Use equipment correctly • No running games, ball kicking games – no footballs or soccer balls - on the cemented area of the top playground or in St Mary's Parish Hall or Multipurpose Hall
4. Keep the Boundaries	<ul style="list-style-type: none"> • Stay within the supervised play area • Never leave the play area without permission • No returning to the classroom once the play bell is rung at 11.15am and 1.30pm without permission
5. Be Responsible	<ul style="list-style-type: none"> • Sit while eating • No playing in the toilets • Speak kindly to everyone – never use inappropriate language • Care for the school equipment – inside/outside • Keep the playground tidy • Always walk inside the building
6. Strive for Personal Best	<ul style="list-style-type: none"> • Always take care when presenting work • Always have a go at tasks • Wear the school uniform correctly

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2. PROCEDURES FOR DEALING WITH STUDENTS IN DISCIPLINARY MATTERS

Teachers should deal with all disciplinary matters as soon as possible after the breach of rules has occurred. In investigating incidents teachers should:

- Follow “fair process” allowing all students involved in the incident to be given a hearing
- Use the Restorative Question Framework (*See Appendix 1*)
- Decide on the most appropriate consequence and follow through to ensure it has been undertaken by the student
- Have students complete an Incident Report if appropriate (*see Appendix 2/3*) as soon as practical after the incident has occurred
 - Incident Report should be returned to the reporting teacher for clarification
 - Reporting teacher discusses appropriate action/consequence with the Assistant Principal
 - Where a detention has been given as an appropriate consequence, procedures in *Section 6* should be followed
- In the event of a serious breach of school rules, complete an Incident Report – Teacher (*see Appendix 4*)
- Ensure that serious matters are brought to the attention of the Principal and/or Assistant Principal as soon as possible after the incident has occurred.
- **No corporal punishment is used at St Mary's School.**

3. CONSEQUENCES

A consequence is a result of an action. We can have positive or negative consequences as a result of how we treat and respond to those around us.

Consequences must be

Fair and seen to be fair

- In keeping with our actions
- Consistent

In the Classroom

It is the responsibility of each teacher to establish a set of classroom rules in the first week of the school year, in line with the above school rules. The classroom rules are to be clearly displayed and reviewed at the commencement of each term.

The class teacher should deal with most breaches of class rules. It is the teacher's responsibility to decide upon the most appropriate negative consequences. A child will not receive a negative

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consequence for not completing successfully or failing to complete any task that is beyond his/her capability.

On the Playground

To remain effective, it is essential that the teacher on duty deal with minor breaches of playground rules. Consequences for minor breaches of playground behaviour should include:

- Picking up of papers,
- Walking with the teacher,
- Equipment removal or
- Time out for a short period.

For more serious breaches of the school rules, the child's name is to be recorded in the Playground Behaviour Log. A student whose name appears three times in the Playground within the one term, will be interviewed by the Principal.

Consequences enforced by the Principal for serious breaches of school rules may include:

- Contact with parents
- Letter of apology written by the child and signed by the parents
- Lunch time detention
- Withdrawal from in-school activities
- Withdrawal from the playground at morning tea and/or lunchtime
- Withdrawal from excursion activities and any school representation.

4. TIME OUT

Time Out is an appropriate consequence for repeated inappropriate behaviour in the classroom or on the playground.

Time out is

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

When time out is used as a consequence, it may be appropriate for the child to spend time isolated from their peers within the classroom or in another classroom under the supervision of a member of staff or with the principal; and/or isolation on or from the playground.

No child will be left in an unsupervised situation as a consequence of inappropriate behaviour eg. in the corridor, a classroom or withdrawal area or in the playground out of the immediate view of the supervising teacher.

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4.1 Use of Time Out

All teachers must observe the following points:

- When all other strategies have failed, isolation in the classroom or on the playground should then be tried.
- If isolation fails to bring about a change in the behaviour, removal (time out) from the classroom or playground is then at the discretion of the teacher.
- Where time out outside the classroom is used as a strategy, work should be sent with the child. The classroom teacher is to keep a record of when and state briefly why the child was removed from the class group. The principal should be made aware when time out is being used for a specific child.
- If a child is asked to leave the playground they must be told to report to a School Executive member. If a child refuses to comply, the teacher must send for the Principal or Assistant Principal. The child is then required to complete a Restorative Justice Incident Report (*see Appendix 2*) that will be filed by the Principal or sent home for Parents to view and sign. The teacher reporting the child should briefly outline the incident in the 'Playground Behaviour Log' (kept in the staffroom and available in our Team Google Drive). Copies are kept on the Behaviour Folder and scanned to the Google Drive. Please note that a letter explaining Restorative Justice and the Incident Report format should accompany an incident report being sent home to families for the first time.
- Where time out (removal from the classroom or playground) is used three times over a short period of time the teacher must discuss the issue with the Principal. The parents will be contacted and may be requested to attend an interview to discuss their child's behaviour.

5. SERIOUS BREACHES OF SCHOOL RULES

A serious breach of a school rule must be referred to the Principal. The Principal will decide upon the most appropriate consequence and when deemed appropriate, the parents will be informed.

Serious breaches include:

- Fighting causing harm
- Inappropriate language
- Insolence
- Victimisation/bullying

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- Constantly interrupting a class session
- Refusing to participate
- Damaging equipment
- Stealing
- Damaging the environment

Resolutions could include the use of:

- Behaviour Modification Program
- Time – Out
- Detention
- Suspension
- In-school Suspension
- Working with the school counsellor

6. DETENTION

In the event that the consequence of inappropriate behaviour is a Detention (*as per Section 2 - Procedures for dealing with Students in Disciplinary Matters*) the following procedures should be followed:

- The Detention will be held in a designated area supervised by the teacher.
- Students on detention must report to the teacher at 11.25am, immediately after eating their food, and remain in the foyer - or specified area on the playground- until 11.55am
- If in the foyer, the students will be escorted to the playground by the teacher on second lunch duty at the conclusion of the session
- If on the playground, the student will report to the second teacher on playground duty and be excused
- Students are to remain seated silently during the detention period

7. SUSPENSION AND EXPULSION

As per school and Catholic Education Archdiocese of Canberra and Goulburn policy

8. GOOD BEHAVIOUR/POSITIVE REINFORCEMENT

Teachers on duty are asked to acknowledge children's good behaviour on the playground and in the classroom when appropriate. (*see Appendix 5: Rewards Program*)

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POLICY REVIEW

This policy will be reviewed at the commencement of each year at a designated staff meeting and/or at other times if appropriate.

Approved by:	Principal – Sarah Lowe
Date:	15/01/2019
Date for Review:	2020

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APPENDIX 1

The Restorative Questions I – When things go wrong

What happened?

What were you thinking of at the time? (accept the answer “nothing” as this can often be the case)

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

The Restorative Questions II – When someone has been hurt

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

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APPENDIX 2

Restorative Practices Behaviour

My Name is _____ Date: _____

What did I do?

Who did I affect and how?

What was I thinking?

What am I thinking now?

What am I going to do to fix things up?

Student Signature: _____

Teacher: _____

Parent: _____

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APPENDIX 4

INCIDENT REPORT - TEACHER

DETAILS OF INCIDENT

TIME:

DATE:

LOCATION:

NAMES OF WITNESS(ES)

ACTION TAKEN:

TEACHER'S SIGNATURE: _____

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APPENDIX 5

POSITIVE REINFORCEMENT

STUDENT REWARD PROGRAMS

At St Mary's there are two complimentary programs that encourage and acknowledge the efforts of students to maintain a high standard of work in the classroom and reward positive behaviour in and around the school playground.

- *"The Teachers Award"* is a certificated that each classroom teacher gives to one or more students each week during the year for displaying commendable work or social behaviours.
- *"School Spirit Award"* is a weekly award given to one or more students observed showing care and concern (compassion) for their school and/or fellow students, justice, service, excellence and/or respect. At the end of each term, a special morning tea will be provided for recipients of School Spirit Awards.

Each of these programs work concurrently to maintain a school environment which focuses on positive rather than negative behaviours.

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