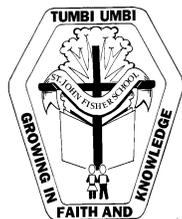


ST JOHN FISHER CATHOLIC SCHOOL

PASTORAL CARE POLICY

SUMMARY



*St John Fisher Catholic School Community works together
to develop students who are
Growing in Faith and Knowledge*

*As a community we value quality relationships and emphasise
the key values of:*

*Respect
Responsibility
Reconciliation*

Purpose

The Pastoral Care Policy looks to achieve our motto of **Growing in Faith and Knowledge** by facilitating quality behaviour in our community through:

- clear agreed values, behaviour expectations and learning attitudes
- strategies to educate and reinforce these values and expectations
- consequences for not following the expectations

This policy can be found on the school website and this booklet provides a summary for parents and caregivers.

Philosophy

The St John Fisher Pastoral Care Policy and Procedures are based on a Restorative Justice Philosophy which encourages schools and organisations to shift their thinking from a more traditional model of punishment to a model that promotes education, accountability and meaningful change. Restorative Practice, the hands on element to Restorative Justice, assists schools by focusing on important values and beliefs that emphasise rights and responsibilities, positive relationships, productivity and cooperation but at the same time meets individual needs within a community. A significant outcome for restorative schools is the alignment of student discipline practice with school values. Central to Restorative Justice philosophy is the underlying belief that human beings are happier, more productive and cooperative, and are more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them.

The process used at St John Fisher to work through restorative justice is the Behaviour Recovery Process which involves working through the following questions with the student either in an informal oral method or a formal written method.

Reflection:

What were my actions?

How did my actions go against school values?

Recovery:

How can I change my thinking and actions to fit in with school values?

Reconciliation:

What do I need to do to make things right again?

Achieving Quality Behaviour in the Classroom

Attitude to Learning

As a community we value life-long learning and look to develop students with the following attitudes to learning:

Collaborate with fellow learners

Strive for their best

Take responsible risks

Listen with interest

Communicate effectively

Think flexibly and creatively

Think about their thinking

Organise their learning

Procedures to Reinforce Quality Behaviour

Each teacher will work with the students to develop a set of expectations which flow from the values of respect, responsibility and reconciliation. This will be done with all classes through lessons and discussions in the classroom.

Teachers will conduct lessons which explain and model the school values and the behaviour expectations. Quality Behaviour will be acknowledged verbally as well as through formal acknowledgement and awards from teachers and the Leadership Team.

The success of the Pastoral Care Procedures hinges on the ability of staff, students and parents to focus on the positive behaviours.

Consequences of Inappropriate Behaviour

For inappropriate behaviour in the classroom:

- The first step would be to stop the whole class and reinforce what positive behaviour looks like in relation to the behaviour being observed with individuals or groups.
- If the inappropriate behaviour continues a Yellow Card is presented. Depending on what the class are doing, the student may be sent to a time out area in the room or in a buddy class. As soon as possible the teacher would verbally work through the Behaviour Recovery Process with the following questions:
 - What was my action?
 - How did my action go against school values?
 - How can I change my thinking and actions to fit in with school values?
 - What do I need to do to make things right again?
- If behaviour continues after the Behaviour Recovery Process has been followed, the student would receive a red card. They would spend time in the time out area and a letter would be sent home to parents / guardians to be signed and returned the next day.
- After the note is returned and in the spirit of Reconciliation, the teacher would look to encourage the student when behaviour improves.
- If the inappropriate behaviour continues after parents have been made aware, teachers would use the same process of yellow then red cards. If a red card has been issued the teacher would complete the Behaviour Recovery Process Form and pass it on to a member of the Leadership Team who would work through the Behaviour Recovery Process with the student at the next lunchtime in the Behaviour Recover Room.
- If behaviour continues the teacher would work with the Principal / Assistant Principal and parents to address behaviour.

In extreme cases there are options for in-school suspension, suspension and expulsion. Corporal punishment is explicitly and implicitly prohibited at St John Fisher Tumbi Umbi either at school or by any member of the school community, including parents, to enforce discipline at the school.

Achieving Quality Behaviour on the Playground

The process on the playground is also based on restorative justice and behaviour recovery. Students are taught the playground expectations as listed on the following page.

In cases of inappropriate behaviour they will be shown a yellow card and the teacher will clarify expectations. If the behaviour continues they will receive a red card and be asked to spend the rest of the session in the allocated time out area. The next day they will attend the Behaviour Recovery Room and work with a member of the Leadership Team to work through the Behaviour Recovery Process. If the behaviour continues, parents will be contacted to work with a member of the Leadership Team and the student.

Parent - Teacher Communication

The success of the procedures relies on positive and open communication between parents and teachers as the adults looking after the needs of the students.

An effective form of communication is a note outlining questions or issues that need to be addressed. If an interview with the teacher is required please include in the note the content of the interview, suggested times and a phone number on which you can be contacted.

It is essential that teachers are not approached for discussions in the playground or classroom, as they are preparing lessons for the day, supervising students or teaching. Productive and constructive conversations need both parties to be aware of the matters to be discussed and time to work through a satisfactory process.

St John Fisher Catholic School Playground Expectations

<u><i>Value</i></u>	<u><i>Expectations</i></u>
<i>Respect</i>	<i>* Keep your hands to yourself</i>
	<i>* Play fairly and allow others to play in peace</i>
	<i>* Speak appropriately and with manners</i>
	<i>* Do not bully or tease</i>
	<i>* Respect the environment</i>
<i>Responsibility</i>	<i>* Respond to bells and to instructions</i>
	<i>* Play in the correct area</i>
	<i>* Look after property</i>
	<i>* Wear your correct uniform (no hat play in the shade area)</i>
<i>Reconciliation</i>	<i>* Never see a need without doing something about it</i>
	<i>* Be tolerant of others</i>
	<i>* Reach out to include others</i>

Pastoral Care - Summary of Anti-Bullying Policy

Like all aspects of Pastoral Care the core values of Respect, Responsibility and Reconciliation form the foundation of our approach to bullying incidents. Our stance on bullying is clearly stated in our school expectations with the statement, "Do not bully or tease."

We take a proactive educational approach and include a teaching program on Anti-bullying to every class early in the year in the context of PD, Health and PE Key Learning Area. We also conduct a Student Support Group at the conclusion of this unit of work so the children are also hearing the message from the senior children.

A useful definition of Bullying is:

1. A repetitive attack causing distress not only at the time of the attack, but also by the threat of future attacks.
2. Involving an imbalance of power.
3. Its nature may be
 - verbal - name calling, put-downs, threats
 - physical - hitting, tripping, poking, punching, kicking, throwing objects, stealing
 - social - ignoring, hiding, ostracising
 - psychological - stalking, dirty looks, spreading rumours, hiding and/ or damaging possessions.

Adapted from Coosje Griffiths, Parent Booklet on Bullying, WA.

Procedures for the reporting of Bullying

Children who have experienced bullying or have witnessed bullying are to speak to their class teacher first and if necessary a member of the executive as soon as possible. If the student is reluctant to report, parents are encouraged to communicate for them. The first point of call should be the classroom teacher and this could be done through a note or through a request for an interview. In cases that are ongoing a parent may request an interview with the Principal or Assistant Principal.

While the incident may have happened on the playground and may have been reported to the teacher on duty we strongly suggest students also report the incident to their classroom teacher.

The classroom teacher will record the incident, alert a member of the School Leadership Team as well as ensure firstly that the child is safe from any further threat of bullying. The matter will be followed up using the Behaviour Recovery Procedures as noted in the Pastoral Care Policy.

A key element to the success of handling these incidents is prompt communication to the school before things escalate. It is never acceptable for parents to approach students at school or outside of school for school related issues or other parents regarding matters that happen at school.