

*Innovative Learning
In A Changing
World*

Our Lady of Lourdes Catholic School

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PASTORAL CARE AND STUDENT MANAGEMENT POLICY

Related School/Diocesan/Government Policies

- ❖ National Safe Schools Framework
- ❖ Anti bullying policy
- ❖ Values for Australian Schooling
- ❖ Child Protection Legislation
- ❖ Maintaining Right Relations
- ❖ Protective Practices for School Staff in their relationship with students
- ❖ Our Lady of Lourdes Induction Policy
- ❖ Our Lady of Lourdes Staff Handbook - Policies and Procedures
- ❖ Our Lady of Lourdes Parent Handbook
- ❖ Anti-Racism Policy Statement and Support Document
- ❖ Guidelines for playground Supervision by School Support Staff
- ❖ Playground Supervision including Duty of Care
- ❖ Managing a safe school environment
- ❖ Occupational Health and Safety
- ❖ Catholic Education - Suspension, negotiated transfer and exclusion of students in Catholic systemic schools policy
- ❖ Catholic Education - Procedures for suspension, negotiated transfer and exclusion of students in Catholic systemic schools in the Diocese of Parramatta

Supportive programs at OLOL of this policy are...

- ❖ Our Lady of Lourdes Whole School Program
- ❖ Relationships Units - Term 1
- ❖ Our Lady of Lourdes Assessment Statement
- ❖ Protective Behaviour Unit
- ❖ Seasons for Growth
- ❖ Parents As Educators
- ❖ Acceptable Use of ICT Policy for Primary Students

This policy has been implemented to address:

- The behaviour management of the **majority** of students
- The most common inappropriate behaviours

At the discretion of the Principal, in the context of student welfare, action different to that contained in this policy may be taken.

Review date: March 2014

We all have the right to feel safe at all times and the responsibility to ensure the safety of others.

**At Our Lady of Lourdes we care for
ourselves,
others
and the environment.**

At Our Lady of Lourdes School the principles of procedural fairness underpin:

- The procedures for the management of behaviour in the classroom and on the playground.
- The management of bullying in the school and the support we give to the person/s hurt.
- The approach to exclusion and suspension of children should we ever have to manage such situations. In these cases, we would involve the Catholic Education Office and follow the guidelines for such serious situations found in -
 1. Student Suspension, Transfer, Expulsion and Exclusion Policy (Number 101301, April 2012)
 2. "Student Suspension, Transfer, Expulsion and Exclusion Guidelines." (Number101600, May 2012)

Our Lady of Lourdes School provides a safe and supportive environment for all personnel. The following practices are followed:

- Children are accompanied by another child when delivering a message to a staff member.
- Children are accompanied by another child should there be need to use the toilets during class time.
- Should teachers wish to discuss a matter with a child within the classroom or playground setting, such interviews must be conducted in line of sight of other children or adults.
- Should interviews need to be conducted in executive offices, doors are to remain open unless the child's parent is present.

~ ***Our Pastoral Care and Student Management Statement*** ~

Pastoral Care and Student Management is an essential part of the Catholic ethos and is the core of Catholic Education. It is the focal point on which we can evaluate our relationships with each other. At Our Lady of Lourdes, Pastoral Care and Student Management is a reflection of the practices and attitudes which operate in this parish school. Under no circumstances is corporal punishment to be used nor is expulsion permitted.

Our shared commitment.....

- maintaining a supportive environment which is inclusive of all its members.
- promoting clear and open communication within all groups in the school community.
- developing a climate in which mutual respect is valued, acknowledged and experienced.
- providing a safe and happy learning environment in which children and staff experience success, gain respect and celebrate their talents.
- celebrating the richness and diversity of each child's and staff member's talents, gifts and achievements.

Sounds like ...

Positive greetings.
Opinions being heard and valued.
Open and honest communication.
Successes being shared.
Staff sharing ideas.

looks like ...

People smiling, happy, helping one another.
People listening to each other.
Parents being involved - Parents as Educators.
People cooperating with each other.

feels like ...

People being nurtured and valued.
Safe and comfortable.
Positive atmosphere.
Successes being acknowledged.

~ Pastoral Care and Our School's Teaching/Learning Statement ~

**At Our Lady of Lourdes
we care for ourselves, others and the environment.**

<p><i>All members of our community are supported to achieve their personal best.</i></p>	<ul style="list-style-type: none"> *reward systems in place *regular reference to expectations- class, stage, whole school level *whole school approach - programming which demonstrates clear links to related policies
<p><i>Realistically high expectations are articulated by parents, staff and children in a spirit of honest dialogue.</i></p>	<ul style="list-style-type: none"> *clear expectations outlined in Policy *staff ownership to ensure consistency *flow charts discussed and displayed *explanations given in language that children understand
<p><i>Early recognition, intervention and ongoing rigorous commitment to each child are maintained.</i></p>	<ul style="list-style-type: none"> *enrolment interviews focus on data gathering to ensure successful entry to school *regular formal and informal communication with parents concerning children's growth in academic, social and behavioural areas *use of contracts which promote children's ownership of their behaviour *structures set up to ensure ongoing communication with all involved
<p><i>Learning for each child is personalized by catering for individual differences.</i></p>	<ul style="list-style-type: none"> * scaffolds in place to support children to follow school rules *individual scaffolds created as necessary *discernment for most appropriate rewards/consequences for each child *on-going Parent Education regarding Pastoral care and Student Management

~ Our Lady of Lourdes Expectation Matrix ~

<i>At OLOL I care for...</i>	<i>myself</i>	<i>others</i>	<i>the environment</i>
<i>Classroom</i>	<ul style="list-style-type: none"> • good manners • pride in self and work • work quietly 	<ul style="list-style-type: none"> • respect for others • listen to the person speaking • co-operative 	<ul style="list-style-type: none"> • put things back in the right place • use school equipment appropriately • together helping to keep classroom tidy and clean
<i>Playground</i>	<ul style="list-style-type: none"> • know playground rules and follow them • make positive choices and have fun • be safe 	<ul style="list-style-type: none"> • be fair and welcoming to others • treat other the ways you would like to be treated • respect the teacher's decision on duty 	<ul style="list-style-type: none"> • put rubbish in the bin • use school equipment and property safely and appropriately • share playground spaces
<i>Toilets</i>	<ul style="list-style-type: none"> • wash my hands and flush the toilets after use • eat outside the toilets • use the taps and paper appropriately 	<ul style="list-style-type: none"> • respect the privacy of others in the toilet • do not play inside the toilet 	<ul style="list-style-type: none"> • help keep the toilets clean • tell the teacher if I see something wrong • respect toilet equipment
<i>Assemblies</i>	<ul style="list-style-type: none"> • sit quietly on my bottom • look at the person speaking and listen • sing the national anthem with pride 	<ul style="list-style-type: none"> • respect the person speaking by looking and listening • give appropriate responses to others 	<ul style="list-style-type: none"> • walk in and out quietly and orderly • respect the hall environment
<i>Walkways</i>	<ul style="list-style-type: none"> • walk/play safely • quiet conversations • sensible and safe movement, especially on stairs 	<ul style="list-style-type: none"> • respect others property • safe and sensible behaviour • listen to others (staff and students) 	<ul style="list-style-type: none"> • keep it clean • show respect by not touching displays
<i>Bag and book areas</i>	<ul style="list-style-type: none"> • put my bag in the bag area • keep all my things in my bag zipped up 	<ul style="list-style-type: none"> • respect others' belongings • think of others when I am using the bag area 	<ul style="list-style-type: none"> • keep the bag and book area tidy
<i>Library</i>	<ul style="list-style-type: none"> • appropriate noise level • listen to teacher • move safely (walk) 	<ul style="list-style-type: none"> • interact appropriately with others 	<ul style="list-style-type: none"> • use books appropriately • return things to the correct place • keep library shelves clean and tidy
<i>Creative Arts Room</i>	<ul style="list-style-type: none"> • line up quietly outside the Creative Arts room • sing in a normal voice 	<ul style="list-style-type: none"> • respect and share talents • listen to others play 	<ul style="list-style-type: none"> • put equipment away in the right place • respect the music equipment • walk around the room
<i>All settings</i>	<ul style="list-style-type: none"> • always use my manners • moving safely and sensibly • listen to teachers 	<ul style="list-style-type: none"> • keep hands and feet to yourself • be fair • care for and respect others 	<ul style="list-style-type: none"> • keep environment clean • look after other's property • look after school property and equipment

Checked by students and staff - Revised 2011

At Our Lady of Lourdes
we care for ourselves, others and the environment.

Therefore it is the RESPONSIBILITY of

STUDENTS to ...

- Respect themselves, other students, staff, parents, property and visitors.
- Greet people by name.
- Speak kindly to others.
- Listen to each other.
- Follow the rules/expectations
- Inform staff of any concerns/hurts on the day on which they occur.
- Inform parents of any concerns/hurts after informing the teacher.

STAFF to ...

- Have open communication with parents, staff and other students.
- Know and implement this policy.
- Be positive, honest and consistent in behaviour and expectations.
- Provide good scaffolds of behaviour and learning.
- Act upon observed needs - follow up and follow through.
- Be a good listener to children, parents and other staff.
- Respond to issues raised by the children. (This is most effective when concerns/hurts are reported immediately.)

PARENTS to ...

- Communicate to their children that they support and uphold O.L.O.L. expectations and ethos themselves.
- Know and support this policy.
- Encourage their children to accept responsibility for their actions.
- Encourage their children to speak to teachers/staff as soon as possible to ensure the most effective resolution.
- Not approach any other child or parent regarding a school incident prior to informing a teacher/staff member.
- Show respect towards all staff, students, other parents and visitors.
- Communicate to school relevant issues relating to their child through appropriate channels ie. Class teacher then Stage Leader then Assistant Principal, then Principal
- Trust and support the school to deal with issues.

~ Fostering Student Responsibility by Fostering Values of Importance ~
(Tolerance and Understanding, Respect, Responsibility, Social Justice, Excellence, Care, Inclusion and Trust, Honesty, Freedom, Being Ethical)

At Our Lady of Lourdes, we recognise and affirm children for their efforts and achievements in academics, school spirit, Christian attitude and behaviour. Our reward systems have been established to support our Teaching/Learning Statement which assists children to become responsible for their own actions. We emphasise the development of leadership skills with a focus on each individual's strengths and interests.

Class Awards: These are designed by individual teachers and may include "Student of the Week" awards, stickers, table points, tokens/tickets, Try buy plans, free time

Merit Awards: (minimum of 2 per student per year)

Awards will be presented at the Grade/Stage assemblies on Wednesdays.

Gold Award: (not every child will receive this award)

This is a weekly award presented at Monday morning's Assembly.

One student from each grade and a student chosen by the principal, or the principal's representative, are given the award.

This award is for students who display leadership qualities naturally.

The criteria for this award includes:

- Consistent display of leadership qualities.
- Demonstrated awareness and response to the needs of others.
- Consistent acceptance of responsibility

Citizenship Award:

This is presented at Monday morning's assembly. Children for Citizenship Awards are nominated by children via the student leaders meeting or staff nomination. Staff may nominate students who are not in their own class.

It is awarded to a student who has been spotted doing a good deed for someone, either in the playground or in the classroom. It can be for a one-off act.

Helping Hands: (no limit)

This is a playground award for children who:

- care for the school environment
- care for others
- demonstrate responsible decision making

End of Year Awards:

Christian Leadership: (awarded to one student per class/homeroom)

- Consistently displays a caring attitude towards others.
- Is fair, responsible, respectful and trustworthy.
- Reflects school rules in attitude and actions.
- Is cooperative and shows exemplary behaviour.

Academic Achievement: (awarded to one student per class/homeroom)

- Works beyond grade expectations in most KLAs.
- Demonstrates initiative in pursuit of excellence and independence.
- Shows creative and critical thinking in response to tasks.
- Strives for personal best with a positive attitude to learning and school life.

Individual Achievement: (awarded to one student per class/homeroom)

- Displays consistent effort throughout the year.
- Has a positive attitude towards work and has shown a noted improvement.
- Is cooperative.

Mary MacKillop Award: (awarded to one student through the school)

The recipient of this award will be a child who is always seen to be a positive, caring student at our school. The person will have received one or more Gold Awards during the year.

School Service Award: (awarded to a Year 6 student)

The recipient will be an outstanding student, who has good spirit, participates fully in school activities and may have represented the school in a particular area of expertise over the years at OLOL.

Sportsperson of the Year Award: (awarded to one student)

This award will be presented to a student who has displayed good sportsmanship throughout the year in various sporting activities and has represented OLOL at School, Zone and Diocesan level in one or more sports.

Student Representative Council: Each grade from Year 3 to Year 5 annually elect a boy and a girl as a member of the Student Representative Council (SRC). The purpose of the SRC is to:

- provide a voice for the student body
- develop leadership skills in students
- provide an outlet for children to make a contribution to their school
- further develop the awareness that each individual is responsible for what happens in this community.

School Leaders - Eight school leaders from Year 5 are elected by students in Years 3 to 5 at the end of each year to be the Year 6 representatives who are then responsible for various portfolios and teams of Year 5 and 6 students.

~ Procedural Fairness ~

The principles on which we base our behaviour management practices at Our Lady of Lourdes School demonstrate procedural fairness. We believe that procedural fairness is a basic right of all children when dealing with school authorities. We apply the 'hearing rule' and the 'right to an unbiased decision.'

Each child has the right to know the nature of an allegation made against them and any information which will be taken into account in considering the matter. The child should know the process by which the matter will be considered and have the right to respond to the allegation. The child should always know how to seek a review of the decision made in response to the allegation.

At Our Lady of Lourdes School, members of the staff make every effort to demonstrate an absence of bias in their decision-making. They believe that children have a right to an unbiased decision and the right to impartiality in an investigation.

Procedural fairness at Our Lady of Lourdes School includes making available to students and parents (or caregivers) policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements while being mindful of witness protection. As part of ensuring the right to be heard, Our Lady of Lourdes School will provide interpreter services, if required, and make arrangements for such services to be available.

We, at Our Lady of Lourdes School, believe that it is preferable for different people to carry out the investigation and decision-making in the school but we acknowledge that this might not always be possible. Whoever carries out these roles at Our Lady of Lourdes School undertakes to do so in a reasonable and objective manner. We strive for justice to be done and seen to be done.

It is upon these basic principles of procedural fairness that the following procedures have been developed for the management of behaviour

- (a) in the classroom and
- (b) on the playground.

At Our Lady of Lourdes **Bullying** is not acceptable.

What is Bullying?

- Bullying is the conscious desire to hurt, exclude or put someone down to make you feel better.
- Bullying can be in looks, actions or words.
- Bullying is serious. It is using power over another person.

When I don't speak up against bullies, I give them permission to continue their bullying behaviour. Silence does not help the bully because they do not learn that what they are doing is wrong. Silence does not help me because I continue to feel unsafe. I must tell a teacher if I am being bullied.

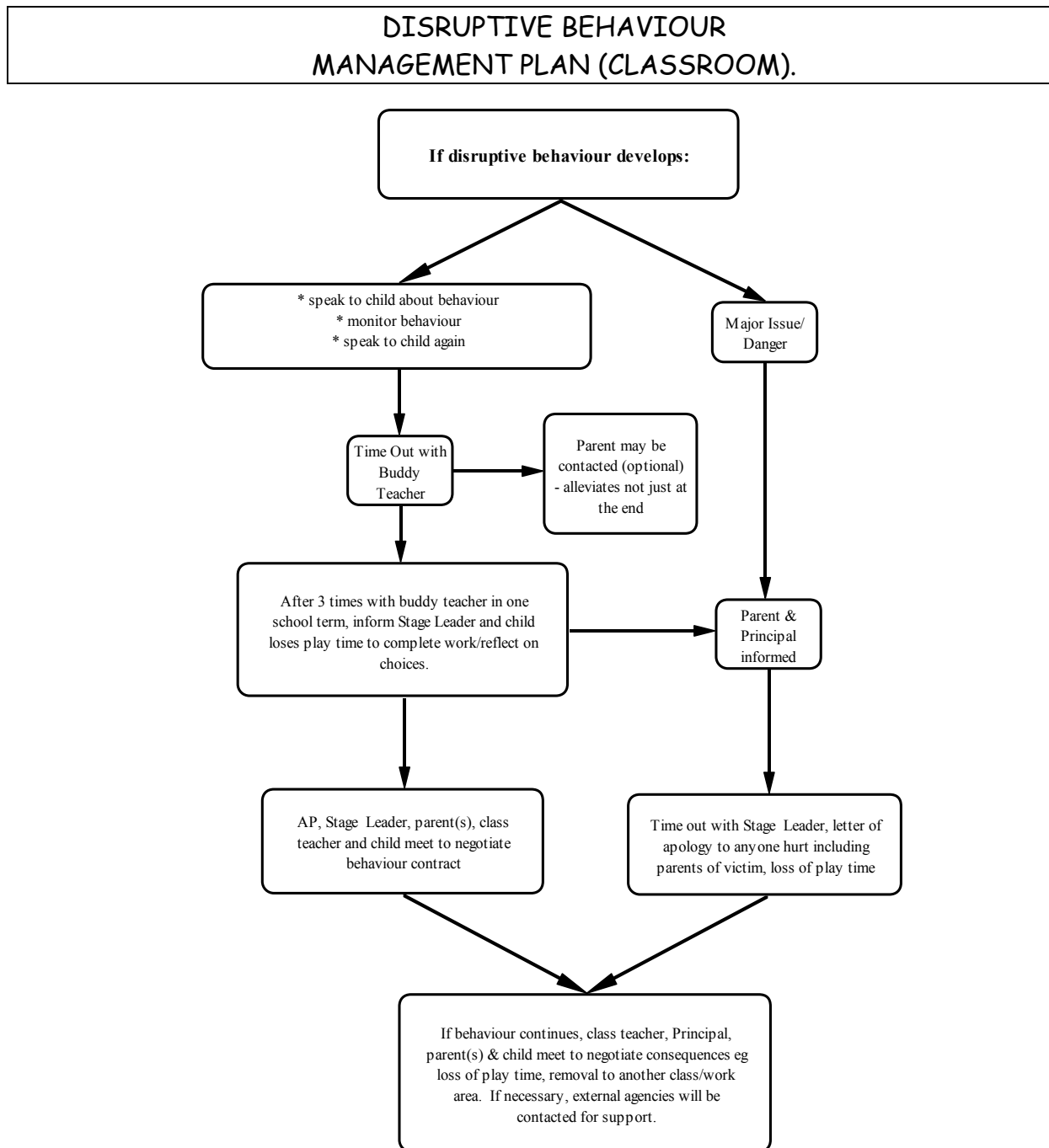
At Our Lady of Lourdes
we treat bullying as
a major issue.

The same procedure will be followed as for
Disruptive Behaviour in the Classroom or
Playground.

Local Police Liaison Officer: Lachlan McCabe attached to the Youth Command at Whalan. Contact Number: 8805 4744

~ Classroom Management At Our Lady Of Lourdes ~

Term 1: Throughout Term 1 a Relationships Unit is taught across all grades. These units clearly define expectations around behaviour and routines at OLOL. Included in the teaching/learning experiences are the formulation of class rules and consequences. Strategies for collaborative learning in a cooperative classroom are also developed. The flow chart below is the basis of all classroom management plans. Each teacher will devise a more detailed Behaviour Management for their class based on the following:



Time Out: Each class is allocated a Buddy Class in the same Stage of learning. During time out, children will think about their actions, they may be asked to write their reflections and what they will do to correct the behaviour. If a child is observed to be frequently sent to time out parents are notified.

~ Playground Management At Our Lady Of Lourdes ~

Teachers are rostered on duty in the Morning, at Recess and at Lunchtime to ensure the safety of all students. When on duty they are expected to...

- Be punctual and consistent, communicate with each other when dealing with incidents, general playground management
- Ensure children sit to eat their lunch
- Dismiss children from eating areas after areas have been cleaned (this is where the use of megaphones will assist)
- Walk around and talk to the children-get to know them
- Ensure playground is tidy
- Encourage children to follow the rules
- Look for problems brewing and try to solve them
- Look for children doing the right thing and affirm them - Helping Hands
- Remain with children at the end of 2nd half duty as follows and until class teachers arrive:

Area 1: (Softfall area/Kindergarten) ensure ES1, Year 1 and Stage 3 are **seated** in Shade area

Area 2: (Paved/toilets/shade) ensure Stage 2 are **seated**

Area 3: (Grass/courts/pit) ensure all students are off the grass area, out of toilets and away from bubblers and Year 2 are **seated**

During recess/lunchtime children requiring medical attention are to be sent to the staffroom **NOT** the school office. If the injury is serious send to the staffroom for another teacher to assist.

Megaphones are provided in accordance with safe work place practice. Teachers are asked to use these as care of their voice is imperative. The use of megaphones contributes to safe play as it provides quick response to incidents.

DISRUPTIVE BEHAVIOUR MINOR ISSUES MANAGEMENT PLAN (PLAYGROUND)

Examples of minor issues are...

- Playing tackle or "1-2-3-held" football (only touch allowed)
- Kicking balls without considering the safety of others
- Hats - not wearing
- Not taking turns
- Not obeying bells
- Rules for games
- Children being left out
- Minor disagreements
- Name calling/swearing/teasing (one-off only)
- Throwing rubbish
- Toilet misbehaviour
- Dobbing

- Unintentional/intentional minor injuries
- Rumbling/tackling
- Out of bounds

Children are encouraged to deal with minor issues by using the 4 point plan below:

When I am hurt or feel unsafe I will:

- 1. Say "STOP IT I DON'T LIKE IT WHEN YOU ..."***
- 2. If it continues I will speak to the teacher who is there - what don't you like? Name the specific behaviour.***
- 3. The teacher will watch me speak to the other person.***
- 4. If it continues the teacher will deal with the situation.***

If teacher intervention is necessary:

The teacher will:

- 1. Ask me if I have told the person to stop***
- 2. Watch me speak to the other person.***
- 3. Deal with the situation if it continues.***
- 4. If it happens on the playground inform my class teacher.***

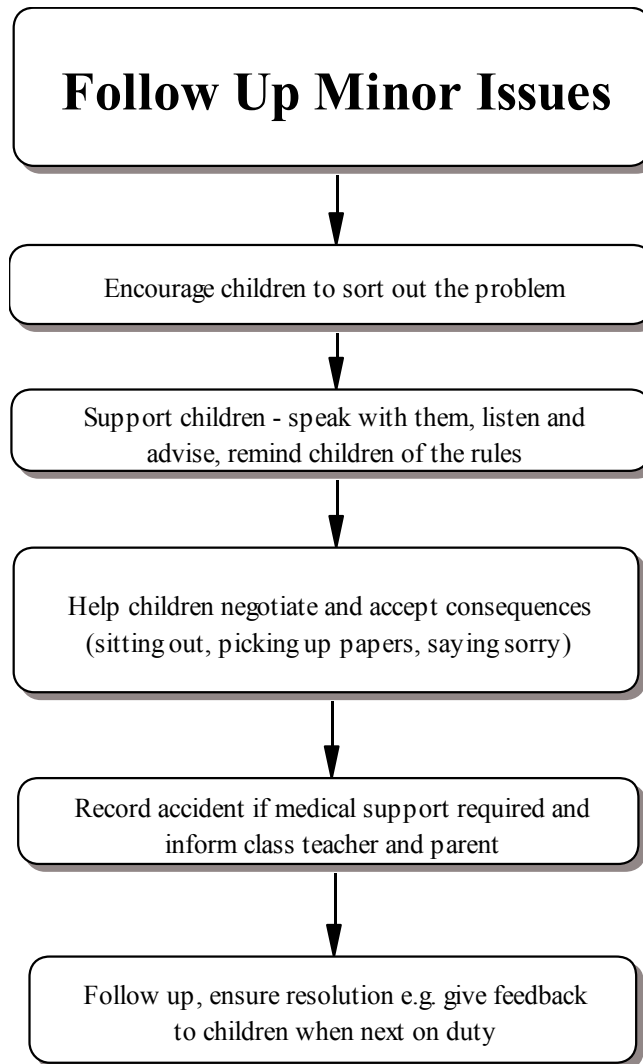
The same expectations exist for children from ES1 to Stage 3. The approach and language used will depend on the age and gender of the child. As some children may lose their temper and say/do disrespectful things, suggested strategies include:

- Diffuse the situation - if child walks away/ignores - follow up the same day, don't further ignite the situation by demanding an immediate response
- Have positive thoughts - "I am in charge, we will solve this together".
- Never ask why - ask what
- Give feedback about positive behaviours
- When dealing with boys, research says it's best to stand beside and talk
- Follow up the next day - consequences and/or on playground
- Spend 10 % on the problem and 90% on the solution
- Ask genuine questions - How have you managed in the past? What solutions do you have?

Suggested consequences of Minor Playground Issues...

- Timeout e.g. sit children out, walk with teacher, pick up papers, say sorry, resolve issue (eg have them go away and try to sort it out then come back to tell you their solution)
- No hat - sit in shade area (Before school - Shadecloth, Recess/Lunch - outside OOSH on seats)

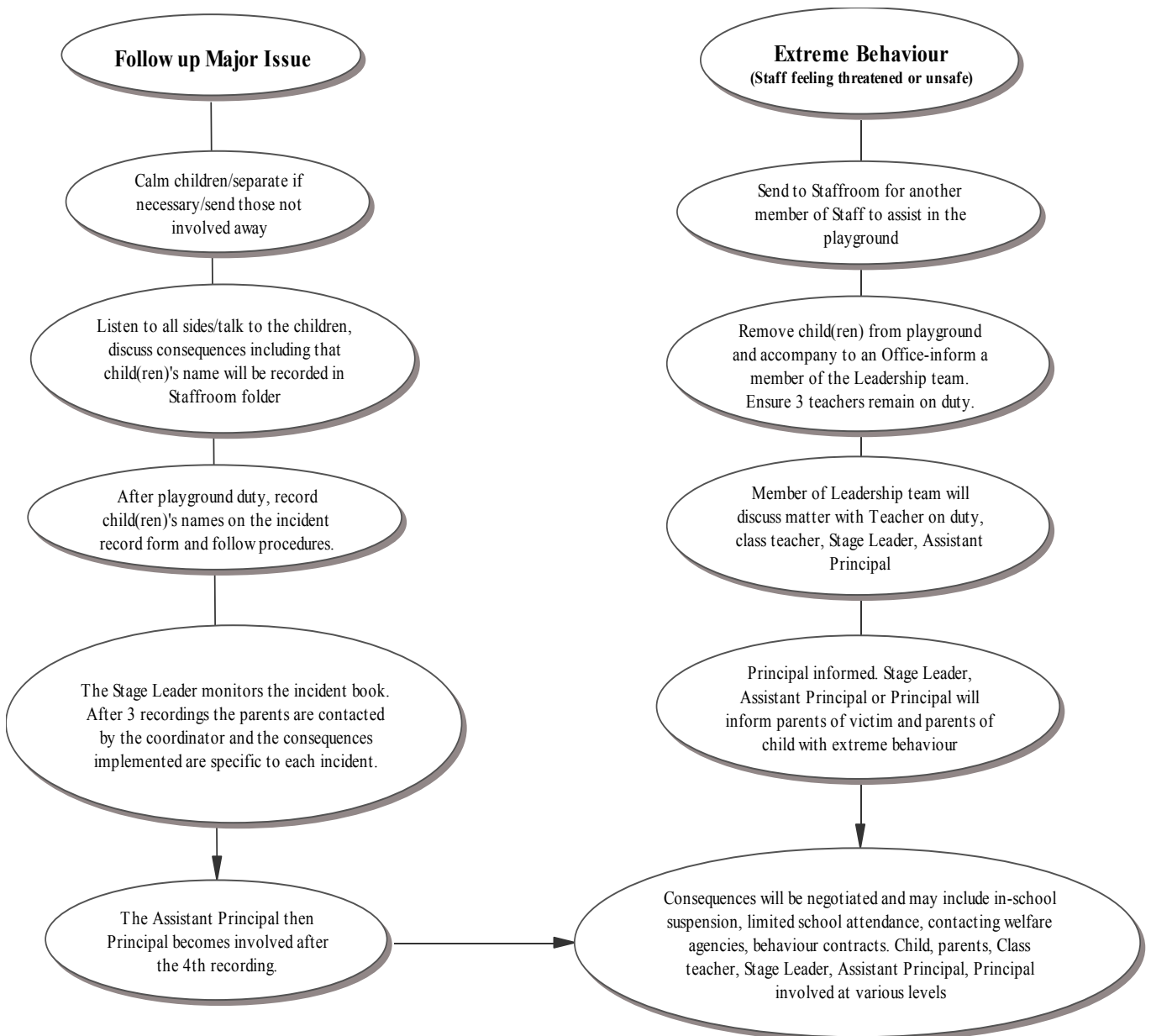
Following up Minor Issues (after 4 point plan)...



DISRUPTIVE BEHAVIOUR IN THE PLAYGROUND MAJOR ISSUES MANAGEMENT PLAN

Examples of major playground issues are...

- physical violence
- teasing
- disrespect for teacher - shouting, ignoring, arguing
- back chat
- swearing
- racism
- stealing
- inappropriate interaction between older children and younger children



After each term students begin the following term with a fresh start.