

Rosary Park Catholic School Branxton



ROSARY PARK
CATHOLIC SCHOOL BRANXTON

Pastoral Care/Discipline Policy

Last Reviewed: 2016

UNDER REVIEW 2019

PASTORAL CARE/DISCIPLINE POLICY

RATIONALE

Rosary Park school community endeavours to model a process of Pastoral Care based on the teachings of Jesus Christ. We believe Pastoral Care is the total care of students and all others in our school community, with the responsibility of care being entrusted to all members of the school community. Within the school we strive to get all members to take responsibility for their own behaviour, encourage the building of positive relationships and support each other. We believe quality relationships and mutual care are central to effective pastoral care and should enable all to grow and to be affirmed in their dignity and worth as persons. We recognise the family is the foundation of the children's values and behaviour. We encourage close home/school communication and consultation.

A school's discipline practice endeavours to make our school happier and a safer place for our students. By having discipline guidelines we are informing everyone – the students, teachers, parents and the community – that we care about the wellbeing of our students and that we are doing what we can to ensure that the children feel safe at Rosary Park Catholic School.

Behaviour management at Rosary Park is seen as teaching, guiding, leading, encouraging and demonstrating Christian behaviour within a framework of Catholic Gospel values. Rosary Park Catholic School has adopted a Whole School Approach to bring about positive behaviour; Positive Behaviour Support [PBS]. This approach has a strong emphasis on *teaching* appropriate behaviours and providing systems of support to bring about these positive behaviours. Rosary Park Catholic School aims to provide a safe and supportive environment in which learning takes place. This Policy recognises that we all share the responsibility for Behaviour Management.

AIMS

This policy reflects the Diocesan Policy and aims to:

- To create within the school community an affirming climate that gives value to the Gospel teachings of love, compassion, tolerance, acceptance, forgiveness, reconciliation and justice
- To develop a school culture of concern and support for all stakeholders
- To create a positive school climate that fosters students being active learners, respectful and safe
- To encourage children to take responsibility for their own actions, rewarding positive behaviour and taking steps to act on inappropriate behaviour
- To provide students with lifetime skills for building relationships that allow them to reach his/her full potential.
- To be aware of pressures and concerns affecting students, teachers and families within the school community.
- To develop structures and practices that support the individual child
- To work with a set process with regard to behaviour within the classroom and outside the classroom.
- To seek support from CSO Guidance and Counselling or other external agencies when required.
- To adhere to the concept of procedural fairness when dealing with serious inappropriate behaviour (suspension/expulsion).

Content

The **School Rules and Behavioural Expectations**, as outlined below, provide common understanding and consistent language as a framework for implementation of a School Wide approach to Behaviour Management. This approach will be based on the Positive Behaviour Support [PBS] Framework.

SCHOOL RULES:

- I am an active learner
- I am respectful
- I am safe

BEHAVIOURAL EXPECTATIONS - in all areas at all times

<i>I am an active learner</i>	<i>I am respectful</i>	<i>I am safe</i>
<p>Always try my best Reach for the stars Learn from my mistakes Positive thinking Pride in your work Faith in my ability Strive for accuracy</p> <p>Active listener Work cooperatively Learn from others Help others</p> <p>Be prepared and let others learn Ready to learn Stay on task Use tools for learning Manage your time Ask for help Make good choices</p>	<p>Kind words and actions Be inclusive Show appreciations Play by the rules Be a good sport Be fair Be a kind and helpful friend Use your best manners</p> <p>Accept self and others Care for your appearance Be a good role model Value differences and abilities</p> <p>Care for our environment Put rubbish in the bin Recycle correctly Care for belongings Put equipment away Use toilets correctly</p>	<p>Be in the right place at the right time Listen to the staff on duty Stay in bounds: be seen Be punctual</p> <p>Be sun smart Wear your hat Sit under the shelter if you don't have a hat Drink water</p> <p>Think and act safely Safe and caring hands Line up sensibly Wash your hands Be aware of others Keep the class tidy Eat your own food Make good choices Be road safe Use technology safely</p>

IMPLEMENTATION

The implementation of the Pastoral Care Discipline Policy will be supported by the PBS [Positive Behaviour Support] Team. All staff, parents and students will work in collaboration with the PBS team to promote positive behaviours through 'teach, practice, apply and acknowledge' (appendix 1).

Appropriate Behaviour is any action that contributes to the functioning of the school as a safe and supportive learning environment. Rosary Park Catholic School is committed to acknowledging appropriate Behaviour.

Inappropriate behaviours

Inappropriate Behaviour is behaviour that challenges the day to day functioning of our school and is contrary to our “School Rules and Behavioural Expectations”. See (appendix 8) for response to inappropriate behaviour flowchart.

Major [office referred] inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of other. The consistent and repeated occurrence of minor behaviours can be considered as major.

Minor [classroom / playground] inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”

When inappropriate behaviours continue, or a serious incident occurs, the Principal or delegate facilitates a session with the student using an Incident report or Think Paper (appendix 2). This practice is aimed at restoring relationships and also facilitate initial ‘investigations’ as to understanding possible reasons for the behaviours.

Personnel/Procedure

- The school will use the ‘Stop, Think, Do’ Australian social skills program in a holistic and school based approach to assist children deal with social-emotional-behavioural issues in their lives. It is to be used as a classroom curriculum for all the students to assist in preventing social-emotional-behavioural difficulties arising. Teachers will be responsible for planning their class work to include self-discipline, decision making and anti-bullying, including the use of this program.
- Staff reflects on the school climate and evaluate any needs, which may include relationships, children at risk, policies, procedures, practices, approaches to discipline, WHS, family situations, teaching and learning.
- Every member of the school community is responsible for the implementation of the discipline procedures. The school’s discipline practice seeks to promote a respectful, secure and healthy environment in which teachers and parents guide the students to grow to be discerning, self-disciplined and a contributing member of society. It endeavours to address bullying issues as they arise in the daily life of the school.
- As discipline is an integral part of school life, it, like the Pastoral Care Policy encompasses the whole school day.
- Rosary Park Catholic School does not explicitly or implicitly sanction the administering of corporal punishment by school or non-school persons, including parents, to enforce discipline at school or school related events. (Education Reform Act 1995).
- Teachers/staff dealing with incidents involving children related to their negative behaviour, will provide procedural fairness for those involved. They will be informed of the allegations related to the specific matter, be aware of the process to be followed, given an opportunity to respond to the allegations and be given the opportunity to seek a review of the decision, if requested. All

'long time out' matters are recorded on the PBS data form. For incidents occurring on the playground dates are also entered into Playground Behaviour Book.

- The Playground/Classroom procedures under which disciplinary action is taken are sent home to every family at the beginning of each year, returned to school signed in acknowledgement the procedures relating to negative and positive behaviour have been discussed with their children and read by themselves.
- School counseling is available via our Pastoral Care Worker and School Counsellor when required. Permission is sought from parents when the school feels the need for counseling to any student. Parents may request this occur if they feel their children will benefit from speaking to one and/or both people.
- Teachers are to be vigilant in responding to 'at risk' children so that either internal or external support can be organised.
- A staff member will be appointed to the position of Harassment Officer.
- Children with special health needs will be listed in the sick bay, in casual folders with individual action plans. These children will be discussed as the need arises at staff meetings or in general discussions. (eg Diabetes, Anaphylactic reactions etc)
- Where serious inappropriate behaviour occurs a number of steps will be taken by the Principal before suspension/expulsion occurs. (Appendix 4). Although in extreme cases immediate suspension/ expulsion may be appropriate.
- Procedures and Practices are further outlined in the following appendixes:
 - a. PBS Approach – Appendix 1
 - b. Incident Report – Appendix 2
 - c. Playground – Appendix 3
 - d. Classroom – Appendix 4.
 - e. Long Time Out form – Appendix 5
 - f. Suspension – Appendix 5
 - g. Think Paper – Appendix 6
 - h. Agreed Practice - Appendix 7
 - i. The Discipline Policy should be read in conjunction with existing documents within the school :
 - Anti-Bullying Policy
 - Bus Policy
 - Excursion Policy
 - Guidelines and support materials of Suspension and Expulsion from CSO Policy Statement Pastoral Care, 2005.

- Procedures and Practices to enhance Pastoral Care:

School Practices

- Kindergarten Orientation
- Morning Prayer/Afternoon Prayer
- Year 6 Farewell and Graduation Dinner

- School photos, trophies, sporting achievements displayed
- Gotcha Awards
- Awards assembly
- Academic and Spiritual recognition awards
- Positive Behaviour System
- Students have opportunities to put Gospel values into action
- Celebrate student's birthdays
- Published school vision statement
- Weekly merit awards/student of the week award at assembly.
- Principal Award presentation at weekly assembly.
- Present members of the student body the opportunity to earn A Badge of Excellence, a School Mug and a School Pen for their positive contribution both in and out of the classroom.

Learning Community

- Rights and responsibilities as part of discipline policy
- Procedural fairness in relation to behaviour matters
- Co-operative / collaborative learning in classrooms
- Assessment and Reporting based on student achievement
- Affirmation of students daily in their work
- Opportunities for students to be developed and challenged academically, spiritually and socially.

School Environment

- Pleasant classroom environments
- Air-conditioned classroom
- Students work is displayed to enhance the learning environment
- Safe environments
- Library, Administration Area and Hall
- Computer lab
- Positive learning environments

Special Programs

- Special Needs Programs
- Peer Support
- Buddy System
- Stop, Think, Do
- African Drumming Program
- Social and well-being activities
- Literacy enhanced learning
- Anti-bullying resources

Parent and Community

- P/T Interviews
- P/T Meeting
- Helpers Morning Tea
- Tidy Towns
- Anzac Day

- Remembrance Day
- Cancer Fund Raising Activities
- Community Fund Raising
- Support of Catholic Mission and Caritas
- Parent information evenings
- Liturgies for Mother's Day and Grandparents Day
- Father's Day Breakfast
- Minni Vinni's Fundraising

Resources

- Professional Development of staff
- ASC Special Needs Advisor/Counsellor
- Learning Support Teacher within the school
- Pastoral Care Worker 2 days a week and school counsellor 1 day a fortnight or when required
- Anecdotal records kept by teachers for any child exhibiting 'at risk' behaviour on a regular basis.
- Gate 21 tracking system
- Rosary Park PBS data form
- Special Needs Policy – CSO Guidelines
- Enrolment Policy – CSO Guidelines
- Child Protection Guidelines – CSO Guidelines
- Critical Incident Policy – 2014 School Policy

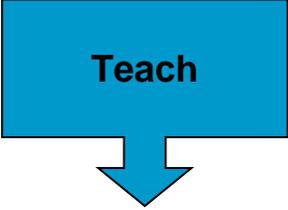
Budget

The school prioritises expenditure in this area with funding from specific P&F grants, school funds and local community donations.

Evaluation

The Policy will be evaluated as per Schools Policy review or in response to student/community needs.

Appendix 1

A blue rectangular box with the word "Teach" in bold black text. A blue arrow points downwards from the bottom center of the box.

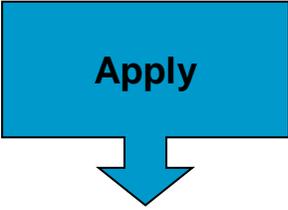
Teach

PBS TEAM:- prepare the PBS lesson plan for behaviour expectations [refer matrix]
STAFF:- behaviours are taught explicitly in the classroom using PBS lesson plans
WHOLE SCHOOL COMMUNITY:- language of behaviour is known and used across the whole school

A blue rectangular box with the word "Practice" in bold black text. A blue arrow points downwards from the bottom center of the box.

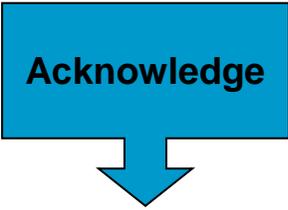
Practice

PBS TEAM :- outline practice of behaviours and non- behaviours within the PBS lesson plan
STAFF:- behaviours are practiced within the explicit teaching time
WHOLE SCHOOL COMMUNITY:- behaviours are encouraged to be practiced across all settings

A blue rectangular box with the word "Apply" in bold black text. A blue arrow points downwards from the bottom center of the box.

Apply

PBS TEAM:- support staff in the application of these behaviours
STAFF: behaviours are encouraged to be applied outside of the classroom environment and across all settings within explicit teaching
WHOLE SCHOOL COMMUNITY: behaviours are encouraged to be applied outside of the classroom environment and across all settings within explicit teaching

A blue rectangular box with the word "Acknowledge" in bold black text. A blue arrow points downwards from the bottom center of the box.

Acknowledge

PBS TEAM:- support staff in acknowledging of appropriate behaviours
STAFF – appropriate behaviours are to be acknowledged on a ratio of approx 10:1
WHOLE SCHOOL COMMUNITY: appropriate behaviours are to be acknowledged within the whole school setting

Appendix 2



Rosary Park Catholic School

Incident Report

Your Name: _____ Class: _____ Date: _____

When did the incident happen? Day: _____ Date: _____ Time: _____

What happened? (be specific and include where, who else was involved etc.)

Who may have witnessed this incident?

Summarise your part in it?

Who do you think was affected? How?

What needs to happen to make things right?

Signature: _____

Appendix 3
Rosary Park School Rules.

School Rules

1. I am Safe.
 - Use safe and caring hands and feet (no deliberate physical contact)
 - Be sun smart
 - Think and act safely
 - Be in the right place at the right time (respond to bell and teacher instruction promptly)
2. I am Respectful
 - Use kind words and actions (No bad language, back answering, teasing, name calling)
 - Accept self and others
 - Care for the environment
 - No spitting
3. I am an Active Learner
 - Always try my best
 - Be prepared to learn and let others learn
 - Be an active listener

Consequences

1. Any rule that is broken that results in a 'long time out' will be recorded on the PBS data form. Parents may need to be contacted when a 'long time out' has been given.
2. Minor incidents on the playground will be entered in the playground behaviour book. This is a warning for the student.
3. If 3 warnings are given in a month a note (white slip) will be sent home, stating the rules that have been broken. Parents are asked to remind the child of these rules and return his/her letter signed. Warnings are not carried over to the next month.
4. If a child has received two white slips in any one month, parents will be requested to come in for an interview with the Principal.
5. At this interview the child will be offered counselling to overcome problems that he/she may be experiencing. Strategies to assist the child will be directed to teachers/parents/children.
6. Once the counsellor has begun working with the child and the child receives two white slips in consecutive months, they will be given an internal suspension – parents will be informed by letter. One more white slip the parents are called in and discussion is held about a day's suspension. After this suspension, parents will be required to discuss the best options for their child if the child receives a further white slip.
7. Spitting will not be tolerated and the children will automatically receive a white slip.
8. Physical force or physical aggression, as judged by the teacher, will lead to the child/children involved having three sessions off the playground, a positive behaviour sheet will be completed – sent home to parents and returned signed the next day. The child will also be asked to speak to the Pastoral Care Worker about their actions.
9. An interview may be requested in the first instance if the child's action is deliberately dangerous and can cause injury to himself/herself or another person.

REWARDS.

1. On the spot GOTCHA cards for good behaviour.
2. On receiving ten Gotcha cards the child is able to choose a reward from the Gotcha Rewards Menu.
3. At the end of each month any student who has not received a warning for his/her behaviour on the playground will have a special treat. e.g. activity time, ice-block, video etc.

A copy of the rules are sent home to each family for the parents to discuss with their children and to keep at home for future reference.

Appendix 4

Rosary Park Classroom Rules.

Classroom Rules.

- Formulated by the class teachers and children in each class. They will vary from room to room and the rules will be displayed in each room.

Consequences.

1. If a rule is broken the student will be given a warning.
2. If unacceptable behaviour continues, the child will be given a 5 minute time-out within the classroom.
3. If this behaviour continues the child will be given a 10 minute time-out in another classroom.
4. Note about behaviour is recorded. If behaviour continues the teacher will inform the parent/guardian by a note, email or an entry in the child's diary. This will then be recorded in the behavior book.
5. If deemed necessary bus misbehaviour will be recorded on Gate 21, as will any incidents related to negative behaviour not recorded in the Playground Behaviour Book.
6. Parents will be contacted for an interview at the Principal's discretion if behaviour warrants one.

Rewards.

Each class will have its own individual reward system, which will be outlined to the children by their teacher.

White Slips

<i>Name</i> _____	<i>Name</i> _____
<i>Rule broken.</i>	<i>Rule broken.</i>
1. _____	1. _____
<i>Date:</i> _____ <i>Teacher:</i> _____	<i>Date:</i> _____ <i>Teacher:</i> _____
2. _____	2. _____
<i>Date:</i> _____ <i>Teacher:</i> _____	<i>Date:</i> _____ <i>Teacher:</i> _____
3. _____	3. _____
<i>Date:</i> _____ <i>Teacher:</i> _____	<i>Date:</i> _____ <i>Teacher:</i> _____
<i>Parent Signature:</i> _____	<i>Parent Signature:</i> _____

<p><i>Name</i> _____</p> <p><i>Rule broken.</i></p> <p>1. _____</p> <p><i>Date:</i> _____ <i>Teacher:</i> _____</p> <p>2. _____</p> <p><i>Date:</i> _____ <i>Teacher:</i> _____</p> <p>3. _____</p> <p><i>Date:</i> _____ <i>Teacher:</i> _____</p> <p><i>Parent Signature:</i> _____</p>	<p><i>Name</i> _____</p> <p><i>Rule broken.</i></p> <p>1. _____</p> <p><i>Date:</i> _____ <i>Teacher:</i> _____</p> <p>2. _____</p> <p><i>Date:</i> _____ <i>Teacher:</i> _____</p> <p>3. _____</p> <p><i>Date:</i> _____ <i>Teacher:</i> _____</p> <p><i>Parent Signature:</i> _____</p>
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Appendix 5

Suspension

Suspension means a temporary withdrawal of a student's right to participate in and attend at regular school activities. The length of the suspension will vary depending on the nature of the incident. Suspension should only be used when other disciplinary measures have not produced a satisfactory outcome or it is a serious disciplinary measure relating to a serious breach. The decision to suspend a student is made by the Principal or his/her delegated authority.

The CSO Policy regarding suspension will be followed:

- Discipline options have been applied and documented.
- Support personnel have been made available.
- Parents'/guardians'/caregivers' have been informed, prior to suspension, about specific unacceptable behaviour.
- Records of discussions and actions taken have been noted.

Immediate Suspension

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as:

- The safety of students or staff because of unacceptable behaviour, harassment, violence or threats of violence
- The presence of knives.
- The presence of illegal drugs/alcohol.

Short Suspension/Long Suspension/Expulsion

- A short internal suspension will be applied to students after discipline options and personal support have not resolved the behaviour issues and where parents'/guardians'/caregivers' have been made aware of the behaviour leading up to this suspension. Parents'/guardians'/caregivers' will be informed in writing to the reason for the suspension and when it will take place. Parents'/guardians'/caregivers' will be offered a meeting to discuss the situation.
- The Principal or their delegated authority may suspend a student.
- The short suspension, usually one day, will be served at school where the child will be withdrawn from normal classes and other daily activities. The child will be under the supervision of one of the executive team.

- If the unacceptable behaviour continues after the pastoral care strategies have not been adhered to by the student, then a one day external suspension will be given. Parents will be contacted by phone and then in writing if an external suspension will be given. A student will not be sent home before the end of the school day until the parent/caregiver has been informed, and if necessary, agreement reached about arrangements for the collection of the student from school.
- A meeting will be set with the parent/guardian/caregiver before the student returns to school, to outline the strategies to be put in place to assist the student concerned. The consequences of continued unacceptable behaviour will be determined and communicated to the student and parent/guardian/caregiver.
- The next step, if the behaviour continues will be a seven day suspension followed by a fourteen day suspension. A meeting between the School Principal, parents'/guardians'/caregivers' and the student will be held prior to these suspensions being given. The parents will be informed in writing about this meeting.
- Further discussion about strategies to assist the student on their return to school will take place. The further consequences of continued unacceptable behaviour will be determined and clearly communicated to the student and the student's parents'/guardians'/caregivers'.
- During the course of these meetings the parents'/guardians'/caregivers' will be allowed a support person through the process, as will the School Principal.
- All meetings will be documented with the documentation being kept at school.
- Procedural fairness will be afforded to the student concerned during the process when behaviour is first identified through to the various steps of suspension.

Notifying and Resolving a Suspension

Decision

- The decision to suspend must be taken by the Principal, or the Principal's delegate, in conjunction with the Principal, if possible.
- The student will be informed of the precise reason/s why a suspension is being considered. The student will be given the opportunity to respond with the student's response being considered before a decision to suspend. The student will be given the opportunity to have their parents'/guardians'/caregivers' present when responding to the reasons for the suspension.

Notification

- Notification of suspension will be made to parents'/guardians'/caregivers' by phone and in writing.

- This notification will include notice of suspension, the date/duration of suspension, reasons, a program of work which will be provided by the school and set a meeting date to meet and work on the issue together.
- Relevant Staff/ School's AD to be notified by the Principal or the Principal's delegate.

Resolution

- The Principal will convene suspension resolution meeting/s during the process to facilitate the student's return to school, of personnel involved in the welfare and guidance of the student, including the parents/guardians/caregivers, school Counsellor .
- If parents'/guardians'/caregivers' are unable or unwilling to attend a meeting, the Principal will arrange for the student's return and work with the student to attempt to solve behaviour issues.
- All meetings and interviews will be recorded with documentation retained of file at school.

Expulsion

Decision

- The decision to expel will be made by the Principal
- The principal will inform the student and School's Assistant Director of the grounds on which expulsion is being recommended
- The student will be given the opportunity to respond with the response being considered before the decision is made
- Prior to a decision being made to expel, the Principal will seek the advice from relevant personnel – Parish Priest, School Counsellor, Pastoral Care Worker, Staff members.
- If the student is under 15, the Principal will explore enrolment alternatives with the School's Assistant Director to finalise the expulsion.

Notification

- A student will not be sent out of the school before the end of the school day without notification being made to the parents/guardians/caregivers, and if necessary, agreement reached about arrangements for the collection of the student
- Notification of expulsion must be made to parents/guardians/caregivers by phone and in writing. In all cases, the notification will include: * Notice of the expulsion – which

will state the student's/parents'/guardians'/caregivers' right to appeal the decision and the appropriate procedures for submitting an appeal. * The reasons for the expulsion.

- The principal will inform relevant staff, the school's Assistant Director, Parish Priest.
- The Principal will assist the student to find alternative placement in another Catholic School if appropriate
- Documentation of all steps involved and record of any interview/correspondence will be completed
- The Principal will forward a copy of all documentation related to the incident and the subsequent expulsion to the Director of Schools, catholic Schools Office.

Appendix 5



LONG TIME OUT

- I am an active learner
- I am respectful
- I am safe

Date:	Student Name:	Class:
<p align="center">WHERE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Sport <input type="checkbox"/> Playground <input type="checkbox"/> Assembly <input type="checkbox"/> Bus <input type="checkbox"/> Line up <input type="checkbox"/> Excursion 	<p align="center">WHEN</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before school <input type="checkbox"/> Morning Session <input type="checkbox"/> 1st Lunch <input type="checkbox"/> 2nd Lunch <input type="checkbox"/> Middle Session <input type="checkbox"/> Afternoon Session <input type="checkbox"/> After School <input type="checkbox"/> Other <p>_____</p> <p>Time: _____</p>	<p align="center">WHAT</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am an active learner <input type="checkbox"/> I am respectful <input type="checkbox"/> I am safe <input type="checkbox"/> Major - Physical / Verbal - deliberate actions that are offensive or dangerous to the physical or emotional well being of other [description of incident] <input type="checkbox"/> Repeated minor [description of incident]
<p>Teacher Signature:</p> <p>Principal Signature:</p> <p>Parents Signature:</p>	<p>Action:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Immediate Long Time Out [Major or repeated Minor] <input type="checkbox"/> Think Paper <input type="checkbox"/> Parents informed <input type="checkbox"/> Follow up meeting <input type="checkbox"/> Other - Describe 	

Appendix 6
Rosary Park



Think Paper

Student Name: _____ **Date:** _____

- I am an active learner**
- I am respectful**
- I am safe**

1. Explain what you did. How was your behaviour inappropriate?	_____

Which of the School Rules did you not follow?	_____

Which behaviour expectation was not followed? [refer to matrix]	_____

2. What caused you to behave this way? What were you thinking at the time?	_____

3. How might others be affected by your actions?	_____

4. How could you do things differently next time?

What have you learned?

5. What can you do to help **restore** right relationships? How might you help 'fix the problem'?

What could be an appropriate consequence for you as a result of your behaviour?

6. What can the teachers in our school do to help you remember our school rules and behaviour expectations?

What help do you need from others to remember our school rules and behaviour expectations?

Student:

Principal:

Teacher:

Signature

Signature

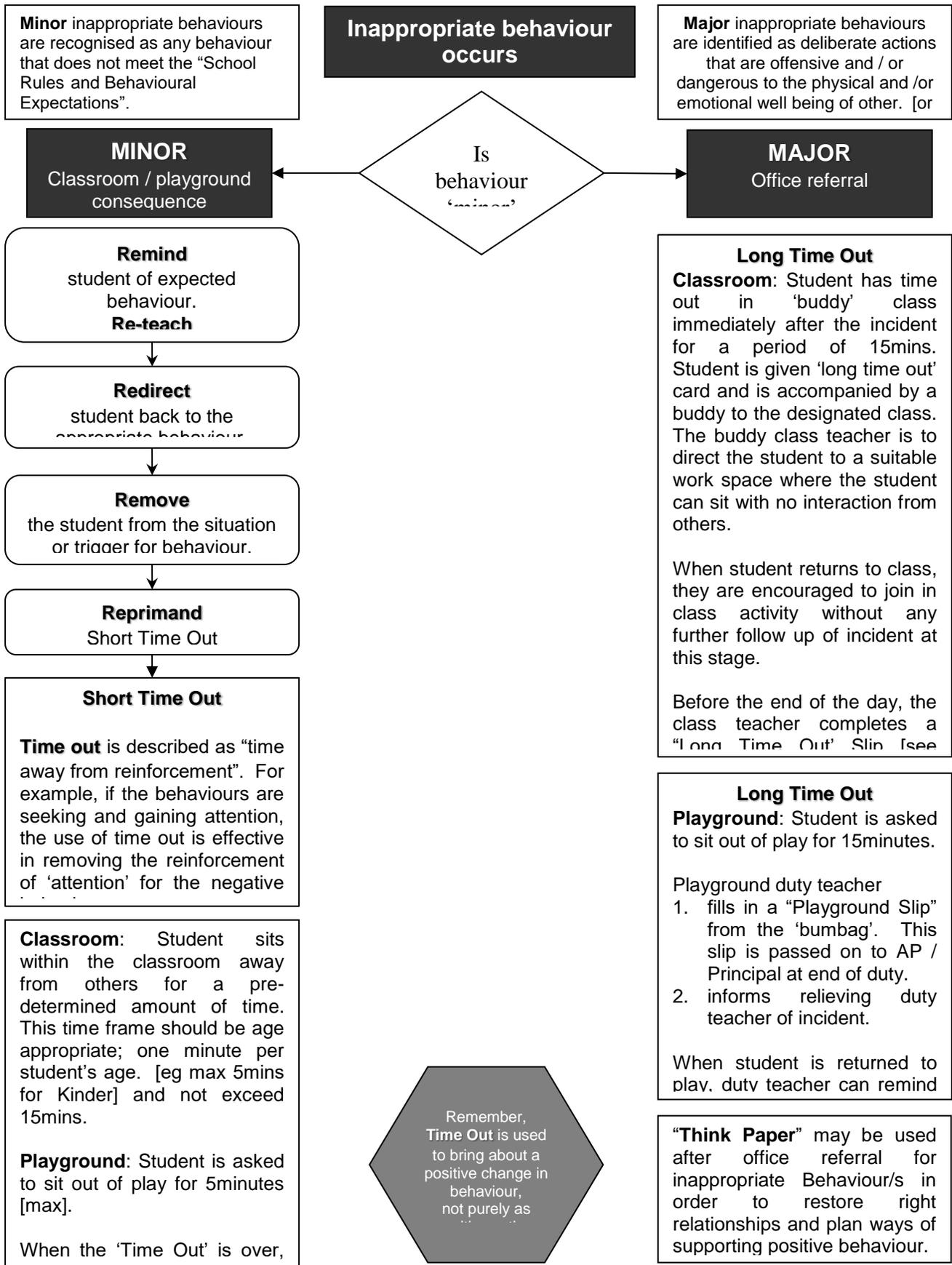
Signature

Parents, please take the time to talk to your child about the inappropriate behaviours and the Think Paper. Once you have signed this form, please return it to the school office ASAP

Appendix 7
Agreed Practice

- All staff will use the 'Gotcha' reward system
- School rule to be focused on for the week to be taught at Wednesday assembly after lunch and for ten minutes each Monday in class
- All staff will use the language of the behaviour matrix
- Behaviour matrix to displayed in all classrooms, playground and learning areas
- Behaviour (major, repeated minor) tracked using data system (called the 'behaviour book')
- 'Gotcha' rewards to be tracked by classroom teacher
- Two merit awards and a student of the week (PBS) award to be given at Friday assembly
- Principal awards at Friday assembly
- Monday morning teacher on duty to introduce rule for the week
- Time out in classroom:
 - o Short time out: students sit in a designated area of the room for approximately 1 minute per student's age.
 - o Long time out: teachers send students to buddy class, or playground long time out area for 15minutes, with work and restorative justice form (Think Paper).
- Teachers complete behaviour book (long time out) form
- Students are to sit on chairs outside the office for long time outs on the playground. Long time outs related to classroom incidents are to be given after eating lunch or afternoon tea
- Staff to foster positive behaviour through reinforcement
- All major inappropriate behaviour will be tracked, principal and class teacher to discuss appropriate action
- Data to be reviewed twice per term and those not on the system will receive a reward (Wk 4 and Wk 8)
- Minor and major behaviours explained to the students
- Minor behaviours are given a 1st and 2nd warning. Remind, re-teach, redirect, remove, reprimand procedure followed. 3rd occurrence of inappropriate behaviour results in a long time out.
- Time out is used to bring about positive change in behaviour, not purely as punitive action.

Appendix 8



Support material from the Catholic Schools Office Policy Statement pastoral Care to be used as reference for letters and notification to parents, The Right of Appeal Process, Procedural

Fairness Guidelines, Procedures for Responding to a Complaint about Bullying, Information about Bullying for Parents, Use with Other Policies and Additional Information for Principals. Pages 9 – 19 of the Policy.