



# St Mary's Primary School

Hamilton

## Pastoral Care Policy

### Policy Rationale

*St Mary's Primary School draws its inspiration and strength from the life of Jesus Christ. Our Pastoral Care policy and practices reflect our belief that the values and expectations of the living gospel will permeate all that we do in the name of Catholic Education.*

Pastoral Care...

...has as its focus the life of Jesus Christ.

***'I have come that you may have life and have it to the full.'***  
– John 10:10

...is concerned with the dignity and integral growth of the person.

***'God created humankind in God's own image.'***  
– Genesis 1:27

...is a responsibility entrusted to all members of the faith community.

***'All members may be concerned for one another. If one member suffers, all members suffer: if one member is honoured, all members share this joy. You then are the body of Christ.'***  
– 1 Cor 12:25-27

...is a force for healing, reconciliation and liberation.

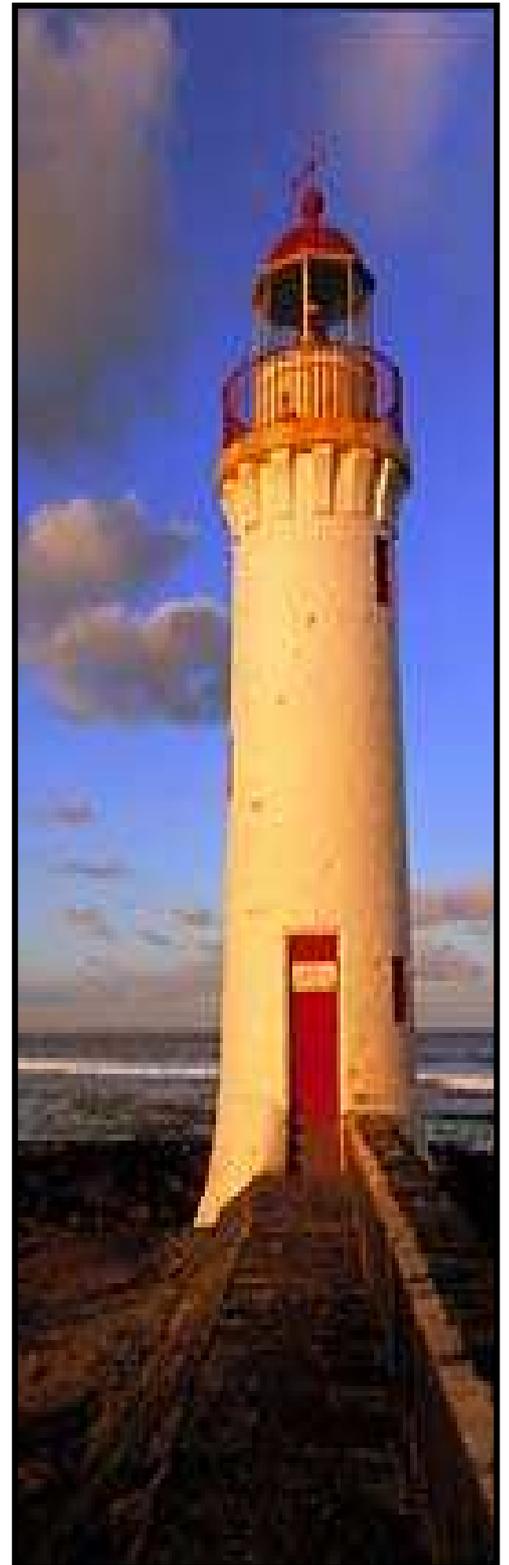
***'I shall look for the lost one, bring back the stray, bandage the wounded and make the weak strong. I shall be a true shepherd to them.'***  
– Ezekiel 34:16

...is an expression of and commitment to justice.

***'He has sent me to bring good news to the poor, to proclaim liberty to captives and to the blind new sight, and set the downtrodden free.'***  
– Luke 4:18

*"As the lighthouse sheds light on the darkened ocean, so does the light of Christ shed light on the heart and minds of people. From the witness of Catholic educators emanates the light of the gospel message: faith, community and Christian service"*

*- Diocese of Broken Bay Educational Ministry Pin*



## Policy statement

The St Mary's Pastoral Care Policy reflects the shared vision of a caring, healthy and respectful Catholic community. All members of the school are encouraged to display a greater awareness of those around them and to have respect for themselves and for others. This policy is set within an environment where each person is supported in order to be the best person they can be. Each member of the school community is encouraged to take responsibility for their actions with suitable strategies in place to promote a sense of fairness and justice where students, staff, parents and friends demonstrate qualities of tolerance, understanding and acceptance.

St. Mary's School recognizes that parents/guardians are the prime educators of their children, and seeks to support them in the education of their children.

St. Mary's School is committed to integrating the spiritual, academic, social, emotional, moral, physical and cultural development of those in our school community through a broad and challenging curriculum based on Christian values and teachings.

## Guidelines

## Policy realisation

<p>At St. Mary's our Pastoral Care Program endeavours to recognise the life skill needs of students and to provide opportunities to foster them. Our Programs highlight experiences that reflect the value of contributions to the community, self worth and well-being.</p>	<ul style="list-style-type: none"> <li>• These are met through: -             <ul style="list-style-type: none"> <li>Health Programs</li> <li>Restorative Practices</li> <li>KidsMatter – <i>Australian Primary Schools Mental Health Initiative</i></li> <li>Circle Time strategy</li> <li>Personal Development Education</li> <li>Drug Education Program</li> <li>Parenting Programs</li> <li>Emergency Safety</li> </ul> </li> </ul>
<p>Families are encouraged to participate in the life of the school in many ways that demonstrate and foster co-operation, trust, support and respect.</p>	<ul style="list-style-type: none"> <li>• Families are encouraged to visit the school at appropriate times either for special functions such as liturgies, concerts etc. or on more informal occasions to visit their children and to encourage friendships between staff and parents.</li> <li>• Parents support the school by their involvement with parent bodies such as the School Board and Parents and Friends, by participating in various programs such as – classroom helpers, reading, camps and excursions, or by their assistance with fundraising and working bees.</li> </ul>
<p>Everyone in the school community is involved in Pastoral Care. A commitment to partnership and shared responsibility amongst staff, students, parents and other family members is an integral feature of Pastoral Care.</p>	<ul style="list-style-type: none"> <li>• In times of specific need the school is able to turn to a wide variety of support services. Foremost amongst these is the Catholic Education Office and its staff, who are able to offer advice and practical assistance in many different situations.</li> <li>• Our local medical service providers are able to assist in many different situations, especially in the identification of medical problems that may impact on learning.</li> <li>• The School Nurse is available to offer assistance in the identification of problems and in the identification of services that may be of help.</li> <li>• Special Support Services such as Speech</li> </ul>

	<p>Therapy, Physiotherapy etc. are accessible through the local health service and is supported by the Catholic Education Office.</p> <ul style="list-style-type: none"> <li>• Parenting tips are provided regularly with the school newsletter. Programs that address parenting are also promoted to the school community.</li> </ul>
<p>At St. Mary's we recognise that timetabling and administration significantly enhances the climate and experience of Pastoral Care.</p>	<ul style="list-style-type: none"> <li>• Our staff adopts a "team approach" to responding to the needs of the members of our community.</li> <li>• We trust and help each other staying attuned to the needs of the members of the community.</li> <li>• Pastoral strategies are collaboratively constructed and evaluated by the staff and families of St. Mary's.</li> </ul>

## Reflective materials

- St Mary's Vision and Mission Statements
- CECV Pastoral Care Policy
- Pastoral Care Policy – Procedures for Pastoral Care Policy (CEO)
- Discipline Policy –St Paul's Mildura
- Pastoral Care and Discipline Policy – Sacred Heart, Mildura
- "Student Discipline Policy: Making it Work"

Ratified: 2012  
 By: St Mary's School Board  
 Due for Evaluation: 2017

# Appendices

## Student Code of Behaviour

### *At St. Mary's I must try to:*

- follow Jesus' example and be a good example to others
- respect myself and others
- treat others the way I would like to be treated
- look after my belongings and those of others
- contribute positively to my school
- treat others fairly
- use good manners
- develop self control
- be co-operative
- be responsible for my learning
- listen carefully
- speak nicely to others
- do my best
- take pride in my school, myself and everything I do
- keep my school clean and take care of our environment
- be safe and Sunsmart
- have fun and be happy

### *Unacceptable behaviour*

To assist with maintaining a co-operative learning and social environment, the following activities are among those **not permitted**:

- answering back
- swearing
- not looking after belongings
- graffiti or vandalism
- calling out or yelling at others
- littering
- disrupting class, showing off or being silly
- stealing
- harassment, bullying or teasing
- disobedience – refusing to follow instructions
- dishonesty
- chewing gum
- being inside at play/lunch without permission
- playing in the toilets
- running inside
- activities that hurt others – fighting or rough play
- leaving classroom or school without permission
- lateness

# Discipline Plan

	3-Level Summary	Procedure	Consequences
<b>1</b>	<p>Level 1 – Classroom Management</p> <ul style="list-style-type: none"> <li>• Each teacher has a written classroom plan, which includes rules, consequences and recognitions that are implemented by the teacher.</li> <li>• Exit from the room may be the final consequence of this plan.</li> <li>• There is a plan for how teachers can enlist support when dealing with a problem.</li> </ul>	<p><b><i>Let's Talk!</i></b></p> <p>The teacher will conduct a restorative chat and the student will be given the chance to explain what happened and to suggest a solution.</p> <p>If this is suitable for everyone – the matter will rest.</p>	<ul style="list-style-type: none"> <li>• The student agrees to do better.</li> <li>• The student may be asked to complete some 'community service'.</li> </ul>
<b>2</b>	<p>Level 2 – Involvement of Leadership for Severe Misbehaviour</p> <ul style="list-style-type: none"> <li>• Incorporate a system for dealing with and supervising students who have been exited from the classroom.</li> <li>• Includes student contact with another staff member.</li> <li>• Incorporate additional consequences to class-wide consequences.</li> <li>• Includes a plan for the student to negotiate re-entry into the class.</li> <li>• Includes notification of parents.</li> </ul>	<p><b>'What Happened?' Form</b></p> <p>(If the student or teacher is not satisfied with the outcome or the student continues the behaviour.)</p> <p>The student will be given <i>Time Out</i> and asked to complete a 'What Happened?' form. The teacher will go through the form and other points of view with the student.</p> <p>If the situation can now be worked out – the matter will rest.</p>	<ul style="list-style-type: none"> <li>• The student agrees in writing to do better.</li> <li>• The student may be asked to complete some 'community service'.</li> <li>• The student may be asked to do a period of <i>Time Out</i>.</li> <li>• Parents will be advised of the situation.</li> </ul>

3	<p>Level 3 – Persistent and Very Severe Misbehaviour</p> <ul style="list-style-type: none"> <li>Includes monitoring procedures for students who repeatedly experience Level 2 discipline.</li> <li>Involves contact with the Principal.</li> <li>Incorporates more serious consequences and follow-up.</li> <li>Includes negotiated contract for future behaviour.</li> <li>Includes extreme behaviour.</li> </ul>	<p><b>The Principal</b> (If the matter is still not settled, the student will be asked to see the Principal.)</p> <p>The written statement will be reviewed. The Principal will also speak to the teacher and other children concerned. The Principal will go through the <i>Student Code of Behaviour</i> with the student and propose a settlement.</p> <p>If the situation can now be worked out – the matter will rest</p>	<ul style="list-style-type: none"> <li>The student agrees in writing to do better.</li> <li>The student may be asked to complete some ‘community service’.</li> <li>The student may be asked to do a period of <i>Time Out</i>.</li> <li>Parents will be advised of the situation.</li> </ul>
4	<p>Taken from “<i>Student Discipline Policy: Making it Work</i>”</p>	<p><b>Parents</b> (If the matter is still not settled, the Principal will arrange a meeting with the student’s parents.)</p> <p>If an agreeable solution is reached, the matter will rest.</p>	<ul style="list-style-type: none"> <li>The student agrees in writing to do better.</li> <li>The student may be asked to complete a longer period of ‘community service’.</li> <li>The student may be asked to do a period of <i>Time Out</i>.</li> <li>The student may be suspended for a short time.</li> </ul>
5	<p>Taken from “<i>Student Discipline Policy: Making it Work</i>”</p>	<p><b>Another School</b> If the matter is still unresolved, the Principal will decide what must happen. If this is unacceptable to your child and yourselves, your child’s enrolment will have to be reviewed.</p>	<ul style="list-style-type: none"> <li>The student may be suspended for a short time.</li> <li>The student may need to transfer to another school.</li> </ul>

# Restorative Practices at St Mary's Primary School

Restorative Practices (RP) is a way of viewing relationship-building and behaviour management in schools that works to strengthen community among students and between students, teachers and parents, through educative processes.

In the RP philosophy, conflict or wrongdoing is seen as causing harm to people and relationships, and there is an obligation first to repair this harm in order for the people involved to move forward. It is a way of educating students towards self-regulated right behaviour that is respectful of all concerned. In particular, it puts the onus back on the wrongdoer to be truly accountable for their behaviour and to repair any harm caused to others.

<http://www.vnc.qld.edu.au/rpsite/what.htm>

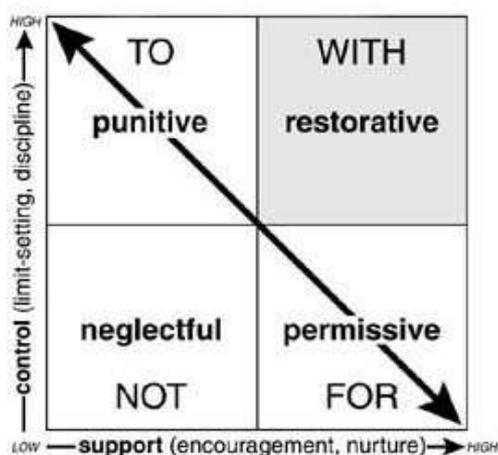


Figure 2: Social Discipline Window

The Social Discipline Window (Wachtell & McCold) illustrates that in working with young people, our management style can vary in two ways: we can offer high or low levels of support, nurturance and encouragement (or anywhere in between) The same is true for the levels of control, limit setting and discipline we exercise in our work with children – we too can be ‘high’, ‘low’ or anywhere in between. If we provide high levels of control, but very little support, our practice is likely punitive and authoritarian. If we provide high levels of support but fail to provide controls through setting boundaries and limits around behaviour, it is likely we are being permissive in our approach. If we offer no support and no control to children, we are being neglectful (not doing much of anything). If we are offering high levels of control as well as supporting children, we are being restorative.

*Working Restoratively in the Early Years*

Bill Hansberry, adapted from Jane Langley: [langley.jane.m@edumail.vic.gov.au](mailto:langley.jane.m@edumail.vic.gov.au)

## Procedure for dealing with an incident restoratively

If you are responsible for a group of students and an issue arises that requires intervention:

1. Talk through the restorative script with the child/ren concerned. If required, have the student/s complete a ‘What Happened?’ sheet prior to the conversation.
2. If the incident is of a more serious nature it needs to be referred to the Principal.
3. If the incident took place in the playground complete a notification slip and place in the box in the staff room. Attach any completed ‘What Happened?’ sheets.
4. Notification slips will be filed in class groupings in this folder and a record of the date of the incident will be noted on the appropriate class list.
5. Patterns or concerning issues that occur for individual students will be monitored. These need to be brought to the attention of the classroom teacher, Principal and wellbeing co-ordinator.

## St Mary's Primary School - Restorative Practices Notification Slip

Today I spoke to: \_\_\_\_\_

*(Names and grades of student/s involved. Please indicate instigator - I or victim - V.)*

about \_\_\_\_\_

I have dealt with it by  
Restorative chat  
Other: \_\_\_\_\_  
*(Circle appropriate action.)*

I would appreciate if it could be followed through further

Please record details on back and post in staff room in the relevant box.

## St Mary's Primary School - Restorative Practices Notification Slip

### TIME

- Before School
- Recess 11:00 - 11:20
- Recess 11:20 - 11:30
- Lunch 1:30 - 2:00
- Lunch 2:00 - 2:20
- Lunch 2:20 - 2:30

### area

- Junior Playground/Sandpit
- Senior Playground
- Shade Sail
- Basketball Courts
- Oval
- Other \_\_\_\_\_

### BEHAVIOUR

- Rule Breach - eg. out of bounds
- Inappropriate language, play, behaviour
- Teasing & Verbal Abuse
- Disrespect - people or property
- Bullying
- Refusal
- Other \_\_\_\_\_

Date: \_\_\_\_\_

Staff member: \_\_\_\_\_

# What happened?

My name:	Date:
Teacher's name:	Time:
These people were also involved:	
This is what happened:	
I made a strong choice                      I made a weak choice                      (circle your thinking)	
This is what I was thinking/feeling:	
This is what I am going to do:	
Your signature: _____	
This space is for the teacher:	
Signature: _____	
<input type="checkbox"/> Attended to by the teacher <input type="checkbox"/> Referred to the Principal <input type="checkbox"/> Parents contacted	
Parents – please sign and return this form tomorrow. Your comment would be appreciated.	
Parent signature: _____	