



***Policy: Pastoral Care,  
Discipline & School-based  
Positive Behaviours For  
Learning***

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## Introduction:

We as the community of St Mary's School Orange, claim that our school can be authentically Catholic when the emphasis is on the education of the whole person and this implies that as a school community we recognise and value each person's gifts and talents; develop feelings of self worth and endeavor to ensure that the Christian attitudes and values pervade all areas of schooling.

Children must be aware of the school rules and the resultant level of expected behaviour. This means that the school rules must be taught to children and must be constantly revised. The St Mary's Rules are RESPECT / SAFE / RESPONSIBLE. A copy of the details of these rules will be given to each class teacher, casual teacher and will be sent home to parents at the beginning of each school year.

St Marys Catholic Primary School is committed to ensuring that we provide positive learning environments for all students. School wide Positive Behaviour for Learning (SPB4L) helps us to create positive learning environments by developing proactive whole-school systems to define, teach and support appropriate student behaviours.

It is essential that we must be fully aware of the rules and more importantly that we are consistent in applying them. Children will feel secure when their parameters are consistent and clear.

It is essential that the referral procedure of the School Based Positive Behaviour For Learning & Pastoral Care Policy is carefully followed and that communication between the referring teacher and Principal or Assistant Principal is clear.

St Mary's Catholic Primary School recognises that the management of student behaviour and the processes of discipline are important in the day-to-day running of the school. As well, this relates to the overall formation and development of each student.

## Focus:

***"...the child grew to maturity and he was filled with wisdom; and God's favour was with him"***  
*(Luke 2:39-40)*

Discipline essentially is a positive concept and is part of the formation process of students, whereby through their moral development, they learn that they are accountable for their actions.

St Mary's School Based Positive Behaviour For Learning & Pastoral Care Policy outlines and explains the paths of discipline procedure in an attempt to provide clarity for students, parents and teachers. It also outlines the levels of consequences in responding to breaches of rules: as well as the ways in which the school encourages and reinforces positive behaviour and a sense of achievement in its students.

## Shared Key Values:

***"The Catholic School must first be a genuine educational institution which encourages excellence, the pursuit of learning and the care of the individual student."***

Reference: Marcellin Flynn (1979) Catholic Schools and the Communication of Faith.  
Our school shares key values that express what is important about discipline and the positive management of student behaviour.

At St Mary's School we believe that:

- Respect for an individual, both teacher and student, is at the centre of effective student behaviour management
- Behaviour management must preserve the dignity of all
- The fundamental "right to learn" must be considered in student behaviour management
- Staff consistency and certainty with follow up ensures improved student behaviour
- Children need to be aware of the effect of their behaviour on others
- The school should have a positive focus on the management of student behavior
- Rewards and encouragement of correct behaviour are the main focus of this School Based Positive Behaviour For Learning & Pastoral Care Policy
- Corporal punishment, involving any physical action by a staff member, is not permitted in this school.

## Aims:

Our school policy aims to develop a whole-school discipline style based on respect and dignity. We hope to develop a school environment that encourages children to:

1. Develop Self Discipline
2. Own the Behaviour
3. Develop positive self-esteem
4. Respect the rights and dignity of others
5. Build workable relationships
6. Develop a spirit of friendship and love within the school community
7. Accept the consequences of behavioural choices.

The achievement of these aims depends upon careful planning, which must take account of three related aspects of discipline:

Preventative action: action to prevent unnecessary disruptions.

Corrective action: action to correct problems when they arise.

Supportive action: action to employ support procedures and processes.

## Pastoral Care:

Pastoral Care may be defined as the expression of care in the school community. Pastoral Care is essential for developing a school spirit, which is welcoming and positive, and creates a bond among staff, students and parents. Pastoral Care has its inspiration in the image of Jesus as shepherd, a symbol of God's constant love.

Pastoral Care is an expression of the philosophy and vision of the school, reflected in the quality of daily relationships. It embraces all facets of the Curriculum and is sustained by values that reverence life, respect the dignity of each person and the contribution they make to the school community. At St Mary's Catholic Primary School Pastoral Care is concerned with each student and his/her family and their particular needs and supports the right of each student to learn in a safe, supportive and

caring environment. All teachers have the responsibility to care for the needs of the student in their care by giving their best to ensure their academic progress in a positive learning environment. There is a tiered well being structure to ensure the support and needs of the child are met. Care extends to the referral of students to the appropriate personnel who can assist with these issues.

Class teachers and support teachers, Learning Support Teacher, REC, PC, AP, Principal, School Counsellor, Family Educator, AEW, Police Liaison assist.

## Philosophy and Principles of School Discipline:

School discipline at St Mary's is based on:

- The loving concern God has always for his people throughout the history of salvation.
- The value and uniqueness of the individual person created in the image of God.
- The fact the "Catholic School is committed to the development of the whole person, since in Christ, the Perfect Man, all human values find their fulfilment and unity". (The Catholic School; 1980:n 35).
- The recognition that the ministry of each member of the school community contributes to the development of the climate in the school.
- The understanding that, "the entire effort of the Catholic teacher is oriented towards an integral formation of each student."

## Discipline:

Discipline implies learning a way of life, which is faithful to the teachings of the Gospel. Therefore, at St Mary's Catholic Primary School our belief about discipline is based on concepts of justice, fairness and positive growth. Discipline is concerned with the modification of behaviour so that it contributes to the creative energy of the school community.

Students are expected to behave in a manner that is respectful of staff, visitors and other students. This behaviour would include: being courteous, co-operative; using buildings and equipment carefully; behaving safely. The major orientation of St Mary's School Based Positive Behaviour For Learning & Pastoral Care Policy is the fostering of self-discipline. School rules are not impositions placed on unfortunate students by teachers, but rather guidelines to promote the Christian development of the whole school community. Similarly, punishment must not be viewed as the consequence of failure by students, but rather as a process challenging them towards transformation and personal growth.

Parents are expected to behave in a manner that is respectful of staff, students and other parents.

**All problems need to be addressed by a member of staff or the Principal. Parents are not permitted to approach students' parents regarding a problem involving their child.**

## Child Protection:

Child Protection protocols at St Mary's, Orange are governed by legislation by the NSW Government and policies set by the Catholic Education Office, Bathurst under the [Child Safe Policy](#)

### **Employees:**

"The Child Protection Code of Professional Standards for Employees in Catholic Schools in the Diocese of Bathurst" sets out the expectations of employees' behaviour in relation to child protection matters.

Each year every member of staff is in-serviced with the training package “Safeguarding Children – Building Public Confidence” produced by the Catholic Commission for Employment Relations (CCER). Each employee signs their attendance at the training.

Principals, or their delegate, are responsible for presenting this power-point presentation. The Child Protection Coordinator at the CEDB may also be invited to make this presentation to staff.

Each employee is also given a copy of the “Child Protection Code of Professional Standards” which provides advice on “Behaviours to Encourage” and “Behaviours to Avoid”.

In the event of a complaint against an employee of a child protection nature, the CEO and School are guided by the document, “Professional Conduct and Child Protection – Responding to Allegations Involving School Personnel”.

### **Students:**

In regard to a student's risk of harm outside of the school environment, the school has a duty to inform child protection authorities if there is a reasonable belief that a child is subject to “significant harm”.

The Principal, supported by the Child Protection Coordinator at the CEDB, will use the online Mandatory Reporting Guide to ascertain what actions should occur. <https://reporter.childstory.nsw.gov.au/s/> this protocol is set out in the CEO document “Child Protection and the Safety Welfare and Wellbeing of Children and Young People”. If a Report is required to the Department of Community Services the form “Risk of Significant Harm Report” should be used.

Any member of staff who has information regarding the following abuse of a child should **immediately** report to the Principal:

1. Physical abuse
2. Neglect
3. Sexual Abuse
4. Psychological harm

The Principal will contact the Child Protection Coordinator; the MRG will be completed and action taken with the various authorities and supporting agencies.

## **Anti-Bullying Policy:**

### **Anti-bullying**

St Mary's Catholic Primary School strives to be proactive in regard to all bullying issues. Bullying is a serious act and will be treated as such by all staff. The St Mary's School community rejects all forms of bullying. All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. All members of the school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

## A Definition of Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.

Bullying behaviour can be:

- **verbal** (eg) name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** (eg) hitting, punching, kicking, scratching, tripping, spitting
- **social** (eg) ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** (eg) spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation.

## What Are The Signs?

Bullying may be very hard to see. Victims may already be having trouble interacting with their peers or with teachers. They are often picked on by bullies for this reason. Bullying usually happens out of sight, away from teachers or other adults. The people who are most likely to know what is going on are other children.

Children who are being bullied often don't like to tell anyone because they feel weak or ashamed, or are frightened that it will only make things worse. They also feel it is wrong to 'dob in' or 'tell tales' to other children. If they tell anyone, it is most likely they will tell their parents or their friends before they will tell a teacher.

Some telltale signs are:

- Bruises, scratches or cuts that your child can't really explain;
- Torn or damaged clothing;
- Damaged or missing belongings;
- Headaches, stomach aches and other pains that the child can't put a finger on;
- Unexplained tears or depression;
- Unusual outbursts of tantrums;
- Not wanting to go to school;
- Not wanting to play with friends;
- Wanting changes in the way he or she travels to and from school;
- School work declines;
- Wanting extra money without giving a reason.

## Statement Of Policy On Bullying

St Mary's School is opposed to bullying in all its forms – physical, social, verbal and psychological. The school seeks to counter views that bullying is an acceptable part of life and through educational programs (eg) Peer Support, Cybersafety, Police Liaison visits, Class Focus Units, Health/PD lessons, Second Steps Program and examples that encourages parents, staff and students to build a climate of respect and care for others.

Reporting via the School Based Positive Behaviour Policy and taking discipline measures ensure cases of bullying are dealt with.

The school supports victims of bullying. The school aims to assist the positive development of those who engage in bullying behaviour.

## Strategies to Prevent Bullying

### The Responsibility of the Teacher

- Regular reinforcement of the universals (Be Safe, Respectful and Responsible)
- Listen to the victim;
- Take the victim seriously;
- Be consistent in our dealings with students;
- Follow through our own detentions/timeout. (Students are not to be left alone for detention.);
- Support the school routine, eg. lunch eating – insist on all students sitting down;
- Teach students strategies such as the 3-Step Telling Rule;
  1. *Stop it, I don't like it.*
  2. *Stop it now, or I'm telling the teacher.*
  3. *I'm going to tell the teacher.*
- Engage in professional development in the area of bullying, behaviour management and discipline;
- Each class will take part in specific lessons aimed at highlighting the effects of bullying and the need to ensure that it is not accepted at St Mary's in any form.

### The Responsibility of the Students

- report if they have been bullied or see someone else being bullied at school (or in transit to/from school)
- report incidents of cyber bullying
- behave respectfully towards others
- help someone who is being bullied

### The Responsibility of the Parent

- instruct children to report if they are being bullied
- be aware of the child's use of social media and discuss Cyber safety with them
- attend interviews if their child is involved in bullying, harassment or other incident

### Parent concerns

If parents and/or carers have any concerns about their child's welfare they should follow the procedure below:

- firstly notify the class teacher
- class teacher determines if support is required by School Leadership team or other school support services



## Rights and Responsibilities

The following fundamental rights are important in St Mary's Catholic Primary School. With these rights come also responsibilities.

### **1. I have the Right to be treated with dignity and respect.**

#### I have the responsibility to:

- Treat others with respect
- To respect the authority of staff, parents and community members in and out of school
- Listen considerately to others
- Express my point of view politely and at the right place and time. If necessary I should be able to disagree without being disagreeable.

### **2. I have the Right to be safe.**

#### I have the responsibility to make the school a safe place by:

- Not threaten, hit or hurt anyone in anyway
- Not place others or myself in a dangerous situation
- Keep within supervised and secure areas of the school and its grounds
- Not bring dangerous objects to school
- Tell a responsible person about any dangerous situation
- Tell a responsible person if I or another student is being bullied.

### **3. I have the Right to learn according to my ability.**

#### I have the responsibility to:

- Not interrupt others while they are learning
- Not to ridicule others for expressing their opinions and feelings
- Accept the way that each person learns
- Seek and offer assistance when needed
- Do my best at all times
- Cooperate with all teachers and staff
- Encourage other students positively
- Be punctual and have correct equipment
- Allow lessons to proceed without disruption
- Keep up to date with all work.

### **4. I have the Right to expect that my property will be safe.**

#### I have the responsibility to:

- Take good care of property and not steal, damage or destroy the property belonging to others or the school
- To hand in property that I find.

### **5. I have the Right to a pleasant, clean and well-maintained environment**

#### I have the responsibility to:

- Care for the school environment, to keep it neat, clean and to place rubbish in bins
- To report and not touch any syringes or broken glass found near or on school grounds.

**6. I have the Right to personal privacy.**

I have the responsibility to:

- Respect the privacy and property of others.

**7. I have the Right to protection from discrimination.**

I have the responsibility to:

- Accept others as they are and to report discrimination to a responsible person.

**8. I have the Right to Practice my Faith.**

I have the responsibility to:

- Respect others when they pray
- Be reverent, when visiting the church, during Mass or school liturgies
- Participate in school and class prayer
- Behave in a Christian way to others.

**9. I have the Right to Parish and Community Support.**

I have the responsibility to:

- Behave in a way that will bring credit to the school
- Wear my school uniform with pride in and out of school
- To conduct myself with courtesy and consideration for others and use acceptable language, travelling to and from school, on excursions, at sporting events and social activities.

**10. I have the Right to be informed of what is happening in the school.**

I have the responsibility to:

- Listen attentively at assemblies
- Take notes home and return replies promptly.

**SPB4L (School-wide Positive Behaviour for Learning)**

In practical terms, (SPB4L) is about:

- proactive schoolwide systems of support for defining, teaching and supporting appropriate student behaviours to create positive learning environments
- a behaviourally-based systems approach to improving the link between research-validated practices and the environments in which teaching and learning occurs
- creating and sustaining schoolwide, classroom and individual systems of support
- building effective environments in which positive behaviour is more effective than problem behaviour so that academic success can be achieved.

School-wide Positive Behaviour for Learning assists in an integrated delivery of the curriculum and pastoral care programs through classroom strategies that reflects a proactive whole-school learning and teaching focus for all students and that develops effective student safety and wellbeing policies and practices.

## PLAYGROUND & SCHOOL UNIVERSALS & EXPECTATIONS:

The aim of SPB4L at St Mary's, is to actively teach and model positive behavioural expectations through consistent, reasonable and proactive strategies that will foster positive relationships with students, staff and parents.

**As learners at St Mary's we are expected to be:**

**SAFE .... RESPECTFUL .... RESPONSIBLE**

**I will keep my hands and feet to myself**

**I will use kind words**

**I will follow all teacher direction**

**I will respect the rules of the game**

## Playground

Area:	SAFE	RESPECTFUL	RESPONSIBLE
	<i>I will:</i>	<i>I will:</i>	<i>I will:</i>
<b>Playground Areas</b>	<ul style="list-style-type: none"> <li>● walk to &amp; from the playground</li> <li>● play in designated areas</li> <li>● play with students in my grade</li> <li>● ask a teacher to retrieve my ball if out of bounds</li> <li>● wear my hat in Term 1 &amp; Term 4</li> <li>● make safe choices</li> </ul>	<ul style="list-style-type: none"> <li>● display good sportsmanship</li> <li>● respect the rules of the game</li> <li>● put all the rubbish in the correct bin</li> <li>● respect others and their game space</li> <li>● use appropriate language</li> <li>● share and take turns</li> </ul>	<ul style="list-style-type: none"> <li>● ask permission to go to the toilet</li> <li>● ask a teacher for help after trying to solve a problem myself</li> <li>● look after &amp; return all equipment</li> <li>● include others</li> <li>● play fairly</li> <li>● respond promptly to the bell</li> <li>● take my belongings with me</li> <li>● respond promptly to the bell</li> </ul>
<b>Enclosure</b>	<ul style="list-style-type: none"> <li>● only play court games.</li> </ul>		
<b>Sandpit</b>	<ul style="list-style-type: none"> <li>● leave the sand in the pit</li> </ul>		
<b>Cricket Nets</b>	<ul style="list-style-type: none"> <li>● make sure there is one batter only in the nets (no fielders)</li> <li>● only use tennis balls &amp; soft rubber balls</li> <li>● only use wooden bats in the nets.</li> </ul>		
<b>Passive Play:</b>	<ul style="list-style-type: none"> <li>● use equipment carefully &amp; sensibly</li> <li>● take safe risks.</li> </ul>		

<b>Bus Bay (Handball)</b>	<ul style="list-style-type: none"> <li>● use a tennis ball or soft rubber ball</li> <li>● ask a teacher to retrieve my ball if out of bounds</li> <li>● only play in the bus bay if the gates are closed.</li> </ul>		
<b>Playground Equipment</b>	<ul style="list-style-type: none"> <li>● walk in the equipment area</li> <li>● line up and wait my turn</li> <li>● wear my hat in Term 1 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>● use the equipment when it is my grade's turn</li> </ul>	<ul style="list-style-type: none"> <li>● make sure I go to the back of the line</li> </ul>
<b>Undercroft</b>	<ul style="list-style-type: none"> <li>● be seated</li> <li>● not play ball games</li> </ul>	<ul style="list-style-type: none"> <li>● keep all my belongings in my bag</li> <li>● use a quiet voice</li> <li>● stay seated until we are dismissed</li> </ul>	<ul style="list-style-type: none"> <li>● listen carefully</li> <li>● use my quiet voice when talking to others</li> <li>● ask a teacher for help after trying to solve a problem myself</li> </ul>
<b>Eating Area Infants</b>	<ul style="list-style-type: none"> <li>● walk around the area</li> <li>● eat my own food when it is time to eat</li> <li>● wear a hat in Term 1 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>● not play with toys while I am eating</li> <li>● stay in the eating area</li> <li>● eat with manners</li> <li>● close my lunchbox &amp; leave it in the eating area when we are finished.</li> <li>● wait patiently in the canteen line.</li> </ul>	<ul style="list-style-type: none"> <li>● put all the rubbish in the correct bin</li> <li>● place my plastic waste in my lunchbox to go home.</li> </ul>
<b>Eating Area Primary</b>	<ul style="list-style-type: none"> <li>● wash or sanitise my hands before I eat</li> <li>● be seated while eating until I am dismissed</li> <li>● only walk around the eating area</li> <li>● only eat my own food.</li> <li>● wear a hat in Term 1 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>● stay seated until we are dismissed</li> <li>● stay in the designated area</li> <li>● not play with toys while I am eating</li> <li>● eat with manners</li> <li>● clean the area before we are dismissed</li> <li>● close my lunchbox &amp; leave it in the designated area when we are finished.</li> <li>● wait patiently in the canteen line.</li> </ul>	<ul style="list-style-type: none"> <li>● put my rubbish in the correct bin</li> <li>● My plastic waste will be put in my lunchbox to go home.</li> </ul>
<b>Line Up Areas (Primary)</b>	<ul style="list-style-type: none"> <li>● not play games during line up</li> </ul>	<ul style="list-style-type: none"> <li>● be lined up by the second bell</li> </ul>	<ul style="list-style-type: none"> <li>● respect other people's belongings.</li> </ul>

	<ul style="list-style-type: none"> <li>● line up in my class line at the designated area.</li> </ul>	<ul style="list-style-type: none"> <li>● bring my belongings with me</li> <li>● walk sensibly upstairs.</li> </ul>	
<b>Line Up Areas (Infants)</b>	<ul style="list-style-type: none"> <li>● not play games during line up</li> <li>● wait on the seats for my teacher.</li> <li>● line up in my class lines at the designated area</li> </ul>	<ul style="list-style-type: none"> <li>● be lined up by the second bell</li> <li>● bring my belongings with me</li> <li>● walk sensibly to the lines</li> <li>● follow the Teacher to class.</li> </ul>	<ul style="list-style-type: none"> <li>● respect other people's belongings.</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>● practice personal hygiene</li> <li>● report damage &amp; danger</li> <li>● walk in the toilet</li> <li>● use a quiet voice in the toilet.</li> </ul>	<ul style="list-style-type: none"> <li>● respect the privacy of others.</li> </ul>	<ul style="list-style-type: none"> <li>● ask permission to go to the bathroom</li> <li>● not play in the toilets</li> <li>● not take food and drink into the toilets</li> <li>● use soap and toilet paper correctly.</li> </ul>
<b>Corridors</b>	<ul style="list-style-type: none"> <li>● zip my bag up &amp; hang it on the hook</li> <li>● keep all belonging in my bag</li> <li>● stay out of corridors in break times</li> <li>● pick up clothing on the floor and give it to the teacher</li> <li>● keep the corridors tidy.</li> <li>● walk safely</li> </ul>	<ul style="list-style-type: none"> <li>● give others space and time to hang their bags</li> <li>● only touch my own bag &amp; belongings</li> <li>● walk quietly and sensibly through the corridors</li> <li>● 'give way' to others</li> <li>● open doors for others.</li> </ul>	<ul style="list-style-type: none"> <li>● unpack my bag quickly and quietly</li> <li>● take everything I need into class.</li> </ul>
<b>School Hall</b>	<ul style="list-style-type: none"> <li>● quietly and sensibly into the hall.</li> </ul>	<ul style="list-style-type: none"> <li>● be seated with my legs crossed</li> <li>● actively listen</li> <li>● use my best manners.</li> </ul>	<ul style="list-style-type: none"> <li>● display responsible behaviour for the occasion: i.e.- assembly, liturgy, gymnastics and dance.</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>● walk into the hall with the teacher</li> <li>● ensure the double doors are open for traffic flow</li> <li>● sit with my class.</li> </ul>	<ul style="list-style-type: none"> <li>● walk quietly and sensibly into the hall</li> <li>● be seated with my legs crossed</li> <li>● actively listen</li> <li>● use my best manners</li> <li>● follow all directions from the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● display responsible behaviour for the occasion: i.e.- assembly, liturgy, gymnastics and dance</li> <li>● arrive on time and be ready to listen</li> <li>● not play games with the person beside me.</li> <li>● help pack up and leave the hall tidy.</li> </ul>

<b>School Arrival</b>	<ul style="list-style-type: none"> <li>walk through the correct entry gates</li> <li>sit quietly in the undercroft.</li> </ul>	<ul style="list-style-type: none"> <li>respond immediately to teachers signals and directions</li> <li>remember to use a sensible voice level</li> <li>use polite language</li> <li>be careful that my bag doesn't hit others when I sit down</li> <li>greet people cheerfully.</li> </ul>	<ul style="list-style-type: none"> <li>not play games in the undercroft</li> <li>take care of my belongings.</li> </ul>
<b>School Arrival (PRIMARY)</b>	<ul style="list-style-type: none"> <li>walk through the</li> <li>use correct entry gates</li> <li>sit quietly in the undercroft</li> <li>walk to my classroom</li> </ul>	<ul style="list-style-type: none"> <li>respond immediately to teachers signals and directions</li> <li>remember that loud voices and screaming hurts peoples' ears</li> <li>use polite language</li> <li>be careful that my bag doesn't hit others when I sit down</li> <li>greet people cheerfully.</li> </ul>	<ul style="list-style-type: none"> <li>not play games in the undercroft</li> <li>take care of my belongings</li> <li>not return to the corridor/classroom with my friends.</li> </ul>
<b>Leaving School Waiting for the Bus Undercroft</b>	<ul style="list-style-type: none"> <li>move promptly to the bus bay</li> <li>only walk to the bus with the teacher</li> <li>be seated while waiting for the bus</li> <li>not play games in the bus bay.</li> </ul>	<ul style="list-style-type: none"> <li>respond immediately to teachers signals and directions</li> <li>remember to use a sensible voice level</li> </ul>	<ul style="list-style-type: none"> <li>listen actively for my bus to be called.</li> </ul>
<b>Leaving School PCYC</b>	<ul style="list-style-type: none"> <li>wait and assemble with others outside the staffroom, between the library and staffroom</li> <li>sit quietly without playing in the designated area.</li> </ul>	<ul style="list-style-type: none"> <li>walk sensibly out of the gate with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>move quickly to the meeting area after the bell</li> <li>not leave the school grounds without a parent/ carer/ coach /teacher.</li> </ul>
<b>Leaving School Church Gate</b>	<ul style="list-style-type: none"> <li>wait and assemble with others at the cones in the infants eating area</li> <li>sit quietly without playing in the designated area.</li> </ul>	<ul style="list-style-type: none"> <li>follow the teacher sensibly to the designated area.</li> </ul>	<ul style="list-style-type: none"> <li>move quickly to the meeting area after the bell</li> <li>not leave the school grounds without a parent /carer /coach /teacher.</li> </ul>

<b>Bin Area</b>	<ul style="list-style-type: none"> <li>listen to and follow the Year 6 instructions</li> <li>walk quickly and carefully to empty my bin.</li> </ul>	<ul style="list-style-type: none"> <li>be respectful of the classes working as I walk through the school</li> <li>complete my task quietly and calmly.</li> </ul>	<ul style="list-style-type: none"> <li>pick up any leftover rubbish and place it in</li> <li>put waste into the correct bins</li> <li>go straight to the bin area</li> <li>return to class as soon as I have completed my task.</li> </ul>
<b>Excursions</b>	<ul style="list-style-type: none"> <li>follow the guest instructors and teachers instructions</li> <li>stay with the group.</li> </ul>	<ul style="list-style-type: none"> <li>actively listen and get involved with the activities.</li> <li>use my best manners</li> <li>be mindful of the public when visiting places.</li> </ul>	<ul style="list-style-type: none"> <li>make sure to support my peer group so that everyone has a good time.</li> </ul>
<b>Overnight Excursions</b>	<ul style="list-style-type: none"> <li>follow the guest instructors and teachers instructions</li> <li>stay with the group.</li> </ul>	<ul style="list-style-type: none"> <li>actively listen and get involved with the activities.</li> <li>use my best manners</li> <li>be mindful of the public when visiting places</li> <li>go to sleep when told by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>make sure to support my peer group so that everyone has a good time.</li> </ul>
<b>Bus Travel</b>	<ul style="list-style-type: none"> <li>always stay seated while the bus is moving</li> <li>walk single file onto and off of the bus</li> <li>always wear a seatbelt</li> <li>stay on the pavement until we have been told to board the bus.</li> </ul>	<ul style="list-style-type: none"> <li>remember to use a sensible voice level</li> <li>be respectful on the bus and the property of the bus.</li> <li>follow all directions from the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>sit up front if I get inclined to get sick</li> <li>look after all my belongings on the bus and make sure to remember everything when getting on and off.</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>line up sensibly</li> <li>I will keep my hands and feet to myself</li> <li>I will use good manners.</li> </ul>	<ul style="list-style-type: none"> <li>wait patiently in the Canteen line.</li> <li>only go to the canteen if I have money.</li> </ul>	<ul style="list-style-type: none"> <li>wait until I am dismissed to go to the canteen (1.15pm)</li> <li>use my manners.</li> </ul>

## Classroom

<b>SAFE</b>	<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>
<i>I will:</i>	<i>I will:</i>	<i>I will:</i>
<ul style="list-style-type: none"> <li>walk around the room.</li> </ul>	<ul style="list-style-type: none"> <li>raise my hand to speak.</li> </ul>	<ul style="list-style-type: none"> <li>remain in my seat when directed by the teacher.</li> </ul>
<ul style="list-style-type: none"> <li>tuck my chair/stool in.</li> </ul>	<ul style="list-style-type: none"> <li>use my inside voice.</li> </ul>	<ul style="list-style-type: none"> <li>be responsible for my</li> </ul>

		Chromebook. (See Chromebook User Policy)
<ul style="list-style-type: none"> <li>• sit on my chair/stool with my feet on the ground.</li> </ul>	<ul style="list-style-type: none"> <li>• be an active listener.</li> </ul>	<ul style="list-style-type: none"> <li>• make sure I have all the required equipment for my lessons.</li> </ul>
<ul style="list-style-type: none"> <li>• always carry scissors carefully.</li> </ul>	<ul style="list-style-type: none"> <li>• keep my classroom tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• put tissues in the red bin.</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• keep my workspace tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• only be in the classroom when the teacher is present.</li> </ul>
		<ul style="list-style-type: none"> <li>• put my belongings in my school bag.</li> </ul>

## Movement into classrooms

<b>SAFE</b>	<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>
<i>I will:</i>	<i>I will:</i>	<i>I will:</i>
<ul style="list-style-type: none"> <li>• wait in my lines for my teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• wait my turn to enter the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• use my inside voice as I enter the classroom.</li> </ul>
<ul style="list-style-type: none"> <li>• wash/clean my hands before I enter the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• ensure my uniform is neat and tidy as I enter the classroom.</li> </ul>	
<ul style="list-style-type: none"> <li>• wash/clean my hands as I exit the classroom.</li> </ul>		
keep my school bag neatly tucked away in my locker.		

## Use of Chromebook

<b>SAFE</b>	<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>
<i>I will:</i>	<i>I will:</i>	<i>I will:</i>
<ul style="list-style-type: none"> <li>• carry my Chromebook with two hands.</li> </ul>	<ul style="list-style-type: none"> <li>• only access sites that my teacher tells me to.</li> </ul>	<ul style="list-style-type: none"> <li>• bring my Chromebook to school fully charged.</li> </ul>
<ul style="list-style-type: none"> <li>• not have food or drink near my Chromebook.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• not share my username or password with others.</li> </ul>	<ul style="list-style-type: none"> <li>• bring my Chromebook in its protective cover.</li> </ul>



<ul style="list-style-type: none"> <li>● use my Chromebook on a flat surface.</li> </ul>	<ul style="list-style-type: none"> <li>● only use my Chromebook for learning.</li> </ul>	<ul style="list-style-type: none"> <li>● not use my Chromebook on the way to and from school.</li> </ul>
<ul style="list-style-type: none"> <li>● keep my Chromebook in its protective cover when I am not using it.</li> </ul>	<ul style="list-style-type: none"> <li>● not use anyone else's Chromebook.</li> </ul>	<ul style="list-style-type: none"> <li>● carefully place my bag down with my Chromebook inside.</li> </ul>
<ul style="list-style-type: none"> <li>● not use my Chromebook at recess or lunch (including wet weather days).</li> </ul>		
<ul style="list-style-type: none"> <li>● keep my Chromebook neatly stored in my classroom.</li> </ul>		

## School Rules: Minor Incidents/Major Incidents

A “Minor” is a behaviour that is low level and can be resolved by the teacher and student discussing the behaviour. The student understands that they have made a poor choice and will attempt to rectify the situation. This may happen after a discussion or a consequence has been given. They are written in **YELLOW** - *it is the teacher’s responsibility to deal with a Minor. The Classroom Teacher or Teacher on Duty resolves the incident to the best of their ability. If you cannot resolve e.g. defiance it may turn into a major - handed to the executive once you have taken all action possible as the teacher. The teacher puts the incident on Compass-Chronicle by the end of the day and ensures the notification chain is completed if necessary .*

A “Major” is a demonstrated behaviour by a student that is either unsafe to themselves or others. The behaviour can be challenging, threatening, rude or inappropriate. The behaviour may need to be dealt with by a member of the executive either after the staff member has tried to resolve the matter and it has escalated or it is a serious breach of the school rules. A major is a **RED** incident which may initially begin with a teacher, then if escalated or unresolved is then handed on to the executive.

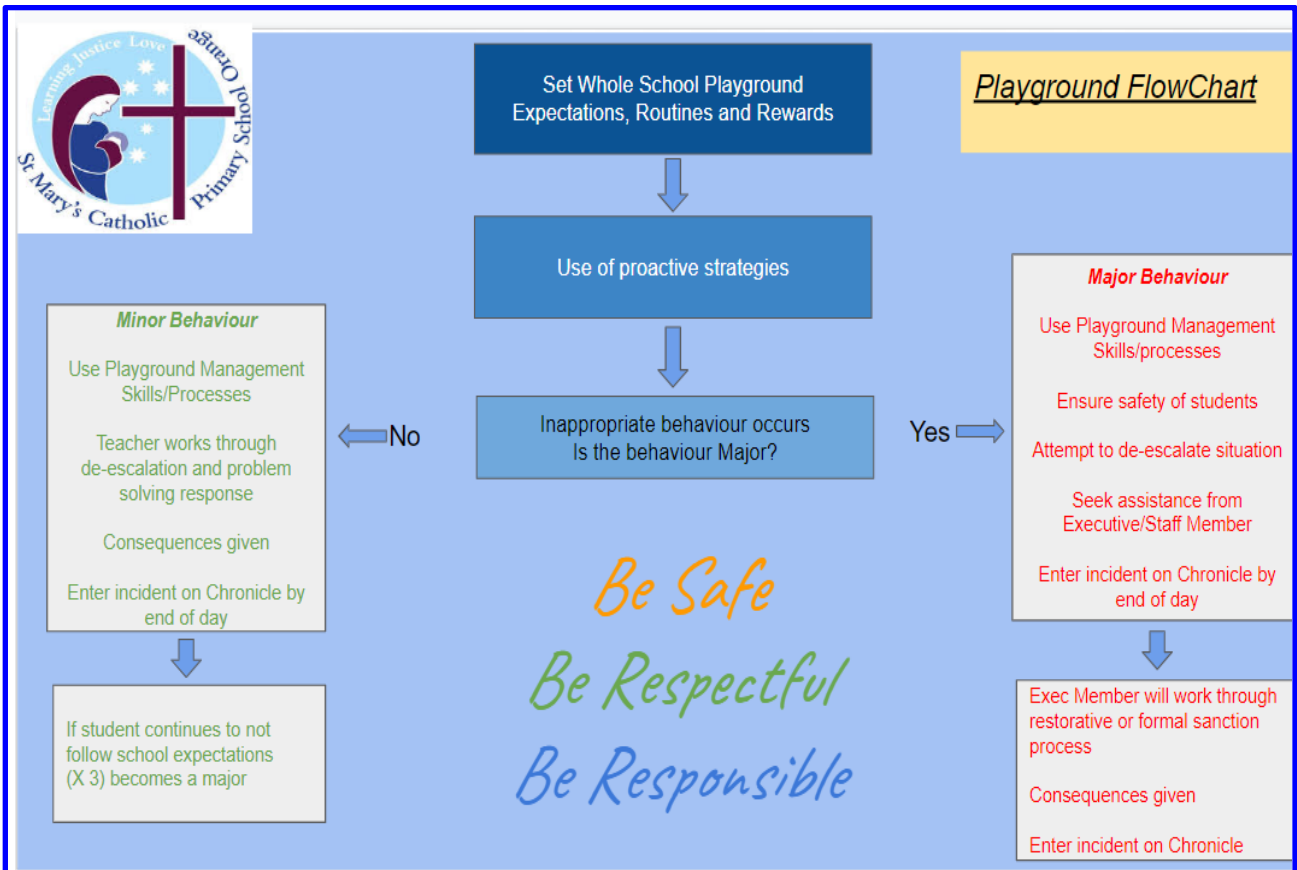
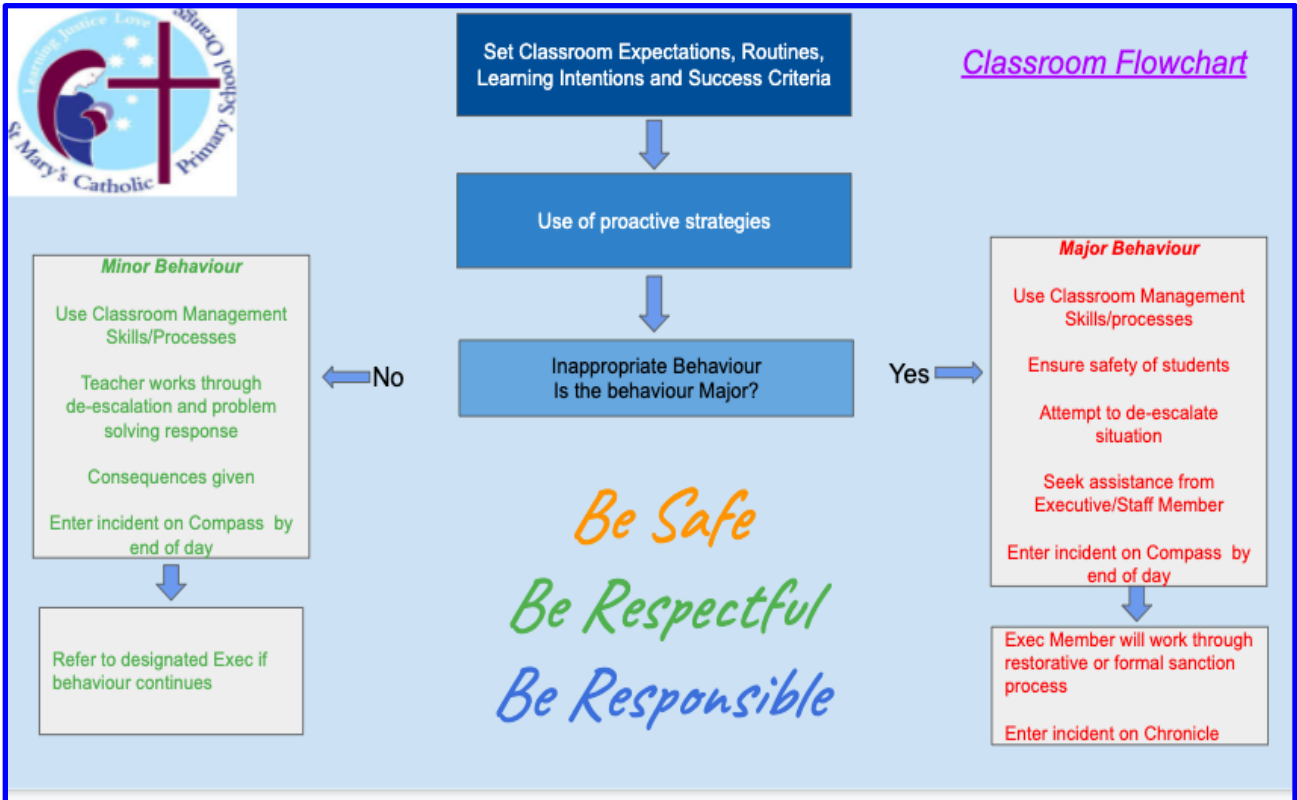
*It is the teachers responsibility to ensure the safety of all students involved in the incident and to notify and/or seek assistance from the appropriate Executive Member. The Classroom Teacher/Teacher on duty will enter the details of the incident on Compass/Chronicle and complete the notification chain then the incident can be added to by the Executive Staff Member.*

**Staff Responsibilities:**

- To ensure the safety of all students
- To provide a safe learning environment
- To manage incidents to the best of their ability
- To follow school management procedures i.e refer to playground and classroom management steps
- record data onto Compass by the end of the school day.

**Executive Responsibilities:**

- To support staff in managing classroom and playground incidents
- To ensure safety of staff and students
- To follow restorative school management procedures
- check Database fortnightly at the beginning of Wednesday staff meetings.



## MINOR & MAJOR BREACHES IN THE RULES:

<b>Yellow = Minor Breach</b>	<b>Red = Major Breach</b>
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<b>Bullying &amp; Harassment</b>	
K-2 issues can be different to Primary due to their stages of development.	
<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Excluding others</li> <li>● Staring, laughing or chasing others</li> <li>● Encouraging or daring others to participate in inappropriate behaviour.</li> <li>● Encouraging others to exclude</li> </ul>	
<ul style="list-style-type: none"> <li>● Dominating or intimidating others</li> <li>● Continuing with behaviour after teacher has intervened</li> <li>● Making unfriendly or rude comments to another person in the St Mary's community in an online environment.</li> </ul>	

<b>Defiance and Non Compliance</b>	
K-2 issues can be different to Primary due to their development.	
<ul style="list-style-type: none"> <li>● Eye rolling at a teacher request</li> <li>● Not wearing the school uniform correctly</li> </ul> <p>Children are expected to be attired in the correct school uniform each day of the school year and to present themselves in line with school dress policy, which stipulates:</p> <ul style="list-style-type: none"> <li>● Extremes of hairstyle are not permitted, these include coloured hair and haircuts or undercut less than a 'two' or rat's tails. Hair below the shoulders must be pulled back off their face.</li> <li>● No bracelets, bangles, necklaces or anklets - a religious medal on a fine chain may be worn</li> <li>● One small ring only</li> <li>● No nail polish</li> <li>● One set of earrings only sleepers or studs</li> <li>● T-shirts under short sleeved shirts are not permitted</li> <li>● Black school shoes must be worn</li> <li>● In Term 1 and Term 4 boys are permitted to have their shirt out</li> </ul>	

<ul style="list-style-type: none"> <li>● In cold weather children are permitted to wear jackets, scarves and/or beanies in the playground (Preferably plain navy blue or maroon).</li> <li>● Having chewing gum at school</li> <li>● Littering</li> <li>● Writing on the body</li> <li>● Out of bounds</li> <li>● Arguing / disagreeing</li> <li>● Leaving the classroom without permission</li> <li>● In buildings during breaks without permission</li> </ul>	
<ul style="list-style-type: none"> <li>● Refusal to follow a reasonable teacher direction</li> <li>● Having a phone at school - not given to the office.</li> </ul>	

<p><b>Physical Contact and Aggression</b> Infants' issues can be different to Primary due to their development.</p>	
<ul style="list-style-type: none"> <li>● Touching others when asked to stop</li> <li>● Pushing</li> <li>● Playing inappropriately with sticks, rocks and loose parts play</li> </ul>	
<ul style="list-style-type: none"> <li>● Punching / hitting / wrestling</li> <li>● Kicking</li> <li>● Spitting / biting / slapping</li> <li>● Pinching</li> <li>● Hurting others with sticks or stones.</li> </ul>	

<p><b>Property Misuse</b> Infants' issues can be different to Primary due to their development.</p>	
<ul style="list-style-type: none"> <li>● Touching or moving other people's bags or food</li> <li>● Hanging around the toilet</li> <li>● Being in the wrong toilet</li> <li>● Incorrect behaviour in toilets</li> <li>● Breaking limbs off trees or damaging tree</li> <li>● Leaving lunch bags on playground</li> <li>● Sharing food</li> <li>● Standing on Chairs</li> </ul>	

<ul style="list-style-type: none"> <li>• Throwing, rolling, wetting or stuffing toilet paper down toilets or in toilet block</li> <li>• Graffiti on school property</li> <li>• Taking other people's property</li> <li>• Breaking other people's/school property</li> <li>• Breaching St Mary's BYODD policy.</li> </ul>	
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<p><b>Inappropriate Language</b></p> <p>Infants' issues can be different to Primary due to their development.</p>	
<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Yelling at others</li> <li>• Using mean word</li> </ul>	
<ul style="list-style-type: none"> <li>• Swearing at others</li> <li>• Back chatting adults at any time</li> <li>• Inappropriate talk - name calling, racist taunts, sex talk</li> </ul>	





<p><b>Disruptions</b></p> <p>Infants' issues can be different to Primary due to their development.</p>	
<ul style="list-style-type: none"> <li>• Interrupting the play of others in the playground</li> <li>• Making noise while moving around the school in class time</li> <li>• Making noise and moving about in Mass or Assembly</li> <li>• Class disruption</li> <li>• Playing games in the wrong area</li> <li>• Kicking balls away from other games</li> <li>• Late to lines or class.</li> </ul>	
<ul style="list-style-type: none"> <li>• Repeated and defiant disruption to class</li> </ul>	

# Playground Management Steps

\*Be Safe

\*Be Respectful

\*Be Responsible

<p>One verbal reminder per break - move to Step 2 <b>MINOR</b></p>	<p>Step 1 </p>	<p><b><u>Verbal - Rule Reminder – Any breach</u></b> - Remind - Redirect - Reteach</p>
<p>One Quiet Time session per break - move to Step 3. Recess = name on whiteboard <b>MINOR</b></p>	<p>Step 2 </p>	<p><b><u>Quiet Time - On Playground</u></b> - Move to a designated area /community service - 5 minutes (time at teachers' discretion) - At end of time - Remind - Redirect - Reteach</p>
<p>One Time Out session per school day -move to Step 4 <b>MINOR</b></p>	<p>Step 3 </p>	<p><b><u>Time Out - On Playground</u></b> - Move to a designated area - 5-10 minutes (time at teachers' discretion) - At end of time - Remind - Redirect - Reteach  - Incident recorded on Compass by teacher involved - Notify + Approval checked for Executive and pin with an expiry date for end of term - Student may complete a reflection sheet if the case of hurting someone else or physical aggression (at lunch in office) and scan to link to Compass entry (not parents) - three minors = phone call to parents by class teacher as an informal courtesy call</p>
<p><b>If behaviour continues after 'Time Out' - move to Step 4</b> <b>Ensure incident is recorded on Compass by teacher with Notify + Approval checked for Executive</b> <b>3 Minor Compass breaches in any term = move to Step 4</b></p>		
<p><b>Any Major breach begins on Step 4</b></p>		
<p><b>MAJOR</b> Step 4 </p>	<p><b><u>Time Out with an Executive</u></b> - Student attends 'Thinking Time' session with an executive <b>and</b> completes a Reflection Sheet - Executive makes a phone call informing parents/carer of the behaviour breach and goals set to promote positive behaviours; follow up with email/send reflection sheet on the same day where possible (scan to link to Compass) Teacher involved records on Compass (pin and notify exec and class teacher) and Executive completes follow-up on compass - Meeting with parents, teacher and executive may be arranged - Consequence determined (Removal from lunch and/or recess and/or classroom and/or activity)</p>	
<p>Per Term <b>3 Major breaches =</b> IN SCHOOL SUSPENSION (1-2 full days) <b>1 further Minor or Major breach =</b> IN OR OUT OF SCHOOL SUSPENSION (1-5 days) <b>1 further Major breach =</b></p>	<p><b><u>Continued Behaviour Breaches</u></b> - Verbal agreement to support the child's positive return to playground - Exclusion from School/Representative Activities - Exclusion from Leadership Opportunities - Meetings with parents</p>	





OUT OF SCHOOL SUSPENSION (1-10 days) <b>1 further Major breach = EXPULSION</b>	- Part/full suspension - In-school/out of school - Possible contract to support the child's positive return to classroom - Expulsion
Principal/AP discretion for Level allocation of major/serious breaches of school's discipline policy	

## Classroom Management Steps

**\*Be Safe**

**\*Be Respectful**

**\*Be Responsible**

2 Verbal reminders in any learning session - move to Step 2 <b>MINOR</b>	Step 1 	<b><u>Verbal - Rule Reminder – Any breach</u></b> - Remind - Redirect - Reteach
1 Quiet Time move to Step 3 <b>MINOR</b>	Step 2 	<b><u>Quiet Time</u></b> - Move to an alternate space within the classroom - 5 minutes (time at teacher's discretion) - Rule reminder and return to normal seating
One 'Time Out' session per school day -move to Step 4 <b>MINOR</b>	Step 3 	<b><u>Time Out - Buddy Classroom/Other Area</u></b> - Student is sent to a Buddy Classroom OR Time Out from another activity OR in another area of the classroom/school eg playground - 5-10 minutes (time at teachers' discretion) - If Buddy Classroom is used - 'Classroom Behaviour Reflection Sheet' completed and attached to compass - Incident recorded on Compass by teacher + Notification + pinned + Approval checked for Executive - Student returns to class by polite request, brief 'conference' and rule reminder with class teacher - Ensure student is aware of consequence for continued inappropriate behaviour - Class teacher may organise to speak with parents regarding student behaviour
<p><b>If behaviour continues after 'Time Out' - move to Step 4</b> Ensure incident is recorded on Compass by teacher with Notification +pin + Approval checked for Executive</p> <p><b>3 Minor Compass breaches in any term = move to Step 4</b></p> <p><b>Any Major breach begins on Step 4</b></p>		
<b>MAJOR</b> Step 4 		<b><u>Time-Out with an Executive</u></b> - Student attends 'Thinking Time' session with an executive <b>and</b> completes a Reflection Sheet - Principal makes a phone call followed up by an email informing parent/carer of the continued behaviour breaches and goals set to promote positive behaviours - Executive adds to class teacher chronicle entry - Meeting with parents, teacher and executive may be arranged - Consequence determined (Removal from lunch and/or recess and/or classroom and/or activity)
Per term <b>3 Major breaches =</b> IN SCHOOL SUSPENSION (1-2 full days) <b>1 further Minor or Major breach =</b>		<b><u>Continued Behaviour Breaches</u></b>  Verbal agreement to support the child's positive return to playground - Exclusion from School/Representative Activities



<p>IN OR OUT OF SCHOOL SUSPENSION (1-5 days)  <b>1 further Major breach =</b>  OUT OF SCHOOL SUSPENSION (1-10 days)  <b>1 further Major breach = EXPULSION</b></p>	<ul style="list-style-type: none"> <li>- Exclusion from Leadership Opportunities</li> <li>- Meetings with parents</li> <li>- Part/full suspension - In-school/out of school</li> <li>- Possible contract to support the child's positive return to classroom</li> <li>- Expulsion</li> </ul>
<p>Principal/AP discretion for Level allocation of major/serious breaches of school's discipline policy</p>	

Student Name:

Class:

Date:

**Behaviour Reflection Sheet**

**Infants**

What I have done:

What I will do next time:

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Next time I will –

- Be Safe
- Be Respectful
- Be Responsible

=====  
**Parent Information**

Today \_\_\_\_\_ had some ‘time out’ because

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\_\_\_\_\_ spoke with \_\_\_\_\_ about this incident.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

Student Name:

Class:

Date:

**Behaviour Reflection Sheet**

**Years 3-6**

What happened?

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What will I do next time? How can I avoid this happening again?

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Next time I will –

- Be Safe
- Be Respectful
- Be Responsible

\_\_\_\_\_ Student Signature

=====  
**Parent Information**

Today \_\_\_\_\_ had some 'time out' because

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\_\_\_\_\_ spoke with \_\_\_\_\_ about this incident.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

# Consequences

## WHEN A CHILD HAS 3 MINOR BREACHES IN A TERM:

- Warning phone call to parents by class teacher informing them of the third minor breach

## ONE FURTHER BREACH THAT TERM: (4 breaches in a term)

- Possible meeting with parents, executive, class teacher and child
- The parents and child are shown the Consequence / Decision List from the Major Breach Referral
- A consequence is given or it is explained what the consequence will be if a further Breach is received this term

## ONE FURTHER BREACH THAT TERM: (5 breaches in a term)

- A consequence is given from the Major Breach Referral
- A meeting may take place with parents, executive, class teacher and child

## MAJOR BREACH:

- Consequence is given from the Consequence / Decision List from the Major Breach Referral Meeting with parents, leadership team member, class teacher and child if necessary or a phone call to parents
- A courtesy call also to parents of other students involved, if the students are harmed (physically and/or emotionally)
- The Major Breach is recorded on Compass
- If there are further breaches the consequences are more serious each time.
- Students who have at one or possibly two major breaches (depending on the nature of these) in the whole year of Year 5 should not be invited to apply for student leadership positions and may be excluded from representative sport. This is in recognition that sometimes well-meaning students make a mistake and that this can be learned from.

## CONSEQUENCES / DECISION MAJOR BREACH:

**The Leadership Team Member will choose from the list below a suitable consequence based on the breach:**

- Conference with student
- Individualised instruction plan
- Loss of privilege
- Time out in the office
- Parent contacted / sent home
- In-school suspension
- Out of school suspension
- Expulsion
- Referral to Centacare
- Referral to Student Support Team
- Intervention support request CEDB

## SUSPENSION:

### Unacceptable Behaviour

*Serious unacceptable behaviour could warrant immediate Suspension. Types of behaviour exhibited include:*

- *Persistent disobedience*
- *Intimidation of a staff member*
- *Violence or threatened serious violence*
- *Possession of prohibited weapon*

- *Possession of illegal drugs*
- *Criminal behaviour.*

**Consequences:**

- In-school suspension 1-5 days.
- Parents/guardians and class teacher contacted by Principal or Assistant
- Principal and notified in writing.
- Children are placed in a suitable room in isolation
- Children are to be given the opportunity to eat recess and lunch
- Children can have toilet breaks (not at lunch or recess time)
- Children are given a work pack or work from the class teacher.
- Children are supervised by the executive and office staff
- Out of school suspension up to 4 Days.

**For suspension the following takes place:**

- Consultation with parents/guardians, relevant members of staff and Schools Consultant.
- Behaviour Management Records have been kept.
- A written report of the student's unacceptable behaviour is kept at the school.
- Suspension details, including re-entry procedures, are discussed with parents/carers and the student.
- Notify police if the student exhibits violence, possession of drugs or prohibited weapon or any other criminal behaviour.
- Upon returning to school a statement is required from the student expressing remorse and a commitment to change his/her behaviour; this is produced at the re-entry meeting with the Principal or Assistant Principal.

**EXPULSION:**

*Termination of a student's enrolment is an extreme disciplinary step reserved for cases of gross misconduct, persistent disruptive behaviour, or other breaches of school rules. Careful consideration must be given to the overall good of the student and the welfare of the school community.*

**Unacceptable Behaviour - Serious unacceptable behaviour.**

Termination of a student's enrolment is an extreme disciplinary step reserved for cases of gross misconduct, persistent disruptive behaviour, or other breaches of school rules. Careful consideration must be given to the overall good of the student and the welfare of the school community.

**For Expulsion the following must take place:**

- Consultation with parents/guardians, relevant members of staff, Parish Priest and Executive Director of Schools.
- Behaviour Management Records have been kept.
- A written report of the student's unacceptable behaviour is sent to the Parish Priest and the Executive Director of Schools.
- Approval from the Executive Director of Schools.
- A written report sent to the student's parents/guardians and action taken and subsequent implications.
- Notify police if a student exhibits violence, possession of drugs or prohibited weapon or any other criminal behaviour.

**Corporal Punishment**

*The Education Reform Amendment (School Discipline) Act 1995*

*The act specifies that:*

*“Corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to, or the destruction of property of, any person (including the student)”.*

*“Corporal punishment, involving physical action by a staff member, is not permitted in school. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.” (Diocese of Bathurst Education Manual Ref. 6.3.1)*

## Procedural Fairness

*Procedural fairness is a basic right of all students when dealing with authorities. Procedural fairness refers to what are sometimes described as the ‘hearing rule’ & the ‘right to an unbiased decision’. The ‘hearing rule’ includes the right of a person against whom an allegation has been made to:*

- *Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter.*
- *Know the process by which the matter will be considered.*
- *Respond to the allegations. Know how to seek a review of the decision made in response to the allegation.*
- *Have a support person present when dealing with very serious allegations.*

*The ‘right to an unbiased decision’ includes the right to:*

- *Impartiality in an investigation and decision making.*
- *An absence of bias by a decision-maker.*

*Procedural fairness includes making available to students and parents/caregivers policies & procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident.*

## St Mary’s Reward System

It is important that expected behaviour is recognised and affirmative encouragement is given to all students to reinforce the positive contributions they make to the safety and well being of the school. ***The Reward Structures are a vital component of this Policy and are currently under review.***

The Positive Rewards System rewards children for consistent expected behaviour. **(NOT AN INCENTIVE FOR BETTER BEHAVIOUR )**

## Our Behaviour System is a two way system.

### House:

Teachers award house and dojo points to students for consistent expected behaviour consistent with SPB4L Universals. These points are pooled and collated by the office each week. On Thursday afternoons the winning House is announced and the students in that House are permitted to wear their House t shirt the next day (Friday - sport’s uniform day) and are also awarded an extra 10 minutes of playtime on a Friday afternoon after lunch.

## Individual:

A Positive Reward System is about rewarding children for consistent expected behaviour. (**NOT AN INCENTIVE FOR BETTER BEHAVIOUR** )

## Student Representative Councillors:

- Two Class Councillors are nominated at the first Whole school Assembly in Term 1, 2, 3 & 4.
- One is elected by the class the other chosen by the teacher.
- Class Councillors are given a badge that they keep until the next Councillors are chosen.

## Merit Awards:

Presented to children who deserve recognition for any worthwhile endeavour, displaying excellent behaviour or achievement/effort/attitude in class work. Four awards are given per class each week.

## Christian Leadership Awards:

Given out at whole school Assembly.

## Class Presentations (recognition of behaviour/ effort)

- Class Awards - name in newsletter
- Positive comments, stickers, classroom awards, visit another class to display work
- Christian Leadership Awards
- Reporting to Executive for display of work or commendation for behaviour
- Special mention at assembly or in the newsletter

## Participation Awards

Presented for achievement in special events. For example: Credit, Distinction or High Distinction in Australasian Schools Competitions, Diocesan, Polding or State Representation in Sport, PSSA awards, etc. End of Year Presentation: student receives a banner (Sporting Blue - PSSA or above; Green - academic - High Distinction or equivalent).

## Representing the School

Compass entries are referred to for student representation e.g. sporting, nomination for student leadership team, excursion attendance. One major or three minor breaches (within 12 months) may result in exclusion from school representation opportunities.

## Champion House

A champion house is awarded on the basis of the highest point score calculated for the year. This is where student efforts are rewarded throughout the year in class and on the playground with House points. The winning House is recognised and rewarded with an engraved shield at our End of Year Presentation Assembly.