

# ST JOHN FISHER CATHOLIC SCHOOL

## Pastoral Care Policy

### **POLICY STATEMENT**

The vision for our school is for St John Fisher to be a:-

*“A Christ-centred community in which Gospel values are evident, learned and lived. “A place where the individuality of all is nurtured and respected.”*

The Pastoral Care Policy of the school is designed to set guidelines for the ongoing formation of students in faith, self-discipline and responsibility as well as establish and maintain effective networks of care within the means available to the school.

### **STATEMENT OF PURPOSE**

This policy is required to be integrated with inclusive approaches to learning within the total curriculum and have an orientation that empowers families, strengthens the relationship between home and school and supports families in times of crisis and celebration.

### **MEASURABLE OUTCOMES**

The policy will ensure that the school curriculum includes:

- development of the student as a whole person spiritually and religiously;
- responsibility of all;
- inner-directed choice;
- growth in capacity to exercise moral judgment; and
- a concern for the common good, and of a democratic society's values.

The policy will ensure that in the daily interaction within the school:

- each student should experience appropriate ways of interaction which affect positively the student's sense of self-worth, belonging and well being; and
- everyone in the school community is encouraged to foster high quality interpersonal relationships between teachers, students, parents and support staff.

### **REQUIRED REGULATIONS**

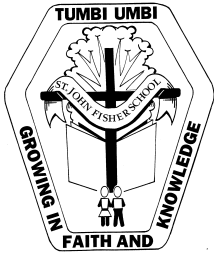
- teachers are to become familiar with, supportive of and involved in (where appropriate) the Pastoral Care programs that are imbedded in the school;
- each teacher to ensure the Social Skills and Behaviour Management programs are implemented in their class;
- everyone in the school community is encouraged to foster high quality interpersonal relationships between teachers, students, parents and support staff.

## **REFERENCES**

*Peer Support Program, Seasons for Growth Program, Social Skills, Behaviour Management Programs, Lets Do Lunch and Resilient Kids.*

## **EVALUATION**

The policy and its accompanying programs and procedures will be reviewed once a term and a formal evaluation of all programs will be undertaken during term four to ascertain what changes (if any) are to be made for the following year.



# ST JOHN FISHER CATHOLIC SCHOOL

## School Behaviour Policy

An effective School Behaviour Policy takes into account the:

- beliefs underpinning the Pastoral Care Policy of the Diocesan Schools board;
- age and stage of development of students;
- capacity of children to understand what is required of them, and reasons for this;
- need for ongoing pastoral advice to students;
- the partnership with and participation of parents;
- the collaboration between the school and the parish whose purposes it serves;
- effects on physical and psychological welfare of students;
- responsiveness to students with special needs;
- improvement in the quality of teaching and learning;
- the legal rights and responsibilities of teachers, including the duty of care of students;
- the legal rights and responsibilities of students;
- due process in the event of breaches of discipline;

*(Pastoral Care Policy for Diocesan Systemic Schools, Diocesan Schools Board, Diocese of Broken Bay, 2000)*

### **STATEMENT OF PURPOSE**

This policy is designed to assist in the promotion of the safety and management of children whilst in the school's care. It is designed to act as a set of guidelines to assist teachers and other members of the school community in enacting their duty of care.

The policy provides the community with a set of expectations while the accompanying guidelines outline the procedures to be followed. Together it is expected that these documents will assist the school in its aim to provide the most effective, professional management of children's behaviour as possible.

The policy supports the school vision statement in that it is designed to protect the dignity, rights and fundamental freedom of all individuals, as well as focus on the appropriate running of the school for the benefit of all.

### **MEASURABLE OUTCOMES**

This policy will ensure that:

- all members of the community are aware of the expectations regarding the behaviour of children;
- certain procedures regarding children's behaviour are clear and followed;
- all possible measures are taken to assist in making the school as safe as possible.

## **REQUIRED REGULATIONS**

- members of the school community will abide by the procedures set down when dealing with matters of pastoral care, children's behaviour and anti-bullying;
- new staff members are to be made aware of the policy, and its accompanying procedures, by the Assistant Principal or the delegated staff member;
- parents will be informed of any policy changes as they occur or at the beginning of each term interval via the school newsletter.

## **REFERENCES**

Please refer to the Procedures Manual for information regarding:

- supervision times;
- arrival and departure of students;
- supervision procedures;
- excursion supervision;
- wet weather supervision.

## **PROCESS FOR EVALUATION**

The policy and its accompanying procedures, will be reviewed once a term. During term 4 a formal evaluation will take place to ascertain changes (if needed) to be made for the start of the following school year.

## **BELIEF STATEMENT**

### **THE CHILDREN AT ST JOHN FISHER SCHOOL –** **HAVE THE RIGHT TO FEEL SAFE** **HAVE THE RIGHT TO LEARN** **HAVE THE RIGHT TO BE AN INDIVIDUAL**

Therefore we:

- strive to abide by a “hands off” policy;
- adopt a policy of “hands off”;
- respect ourselves and each other;
- be friendly/ kind/ supportive;
- be trustworthy/ reliable;
- be sensible;
- create a safe environment;
- show a willingness to learn;
- behave on buses, in class and on the playground.

We at St John Fisher are working hard at being all the above and do our best by:-

- walking from building to building (during class time)  
around corners  
along pathways  
to bus lines  
through the playground
- keeping to the pathways so that the gardens remain beautiful;
- respecting each others’ games by going around the outside of others’ games so they can play safely;
- keeping track of and looking after the equipment we use when playing games;
- being honest at all times, with money  
time  
yourself  
each other  
the tuckshop  
teachers  
visitors
- always using polite language;
- putting rubbish in the bin;
- following the “no hat play in the shade” rule;
- PLAYING GAMES REMEMBERING TO BE GOOD SPORTS;

### **CODE OF BEHAVIOUR - MANNERS**

Having good manners involves:-

- saying thank you, please, excuse me, excuse me for being late, etc;
- greeting people, "Good morning Mrs Smith";
- knock before entering a room;
- standing back at doorways for visitors, adults;
- addressing all teachers by name.... Yes, Mr Smith, etc;
- addressing priests and visitors by correct title, eg: Father Brian, Mrs Brown;
- taking off hats before entering classroom;
- not back chatting teachers or other adults;
- refusing to use crude language or gestures; and
- having respect for all students, teachers and other adults and children who enter our school.

## **POSITIVE CONSEQUENCES**

Because we at St John Fisher endeavour to achieve a high standard of behaviour we:

- can expect to receive a number of merit certificates from the staff;
- will have our name published in the school newsletter;
- will be acknowledged by other students and staff for our excellence; and
- will have our work displayed on the notice board in the office foyer.

Because every one of us has the right to feel safe and be in an environment which encourages us to learn it is important that we all behave in such a way as to ensure that this school is a safe place.

We, the children at St John Fisher School, try to be responsible for our own behaviour. If at times a child's behaviour causes another child to become upset and/or prevents that child from learning there have been some steps put in place.

## **DISCIPLINE PROCEDURES**

### **Playground Behaviour**

If a child engages in unsafe behaviour, the teacher on duty is to deal with the matter. When behaviour is serious, the teacher on duty gives the child a green card, (see Appendix 1) which is to be taken to the office. Two responsible older students are to accompany the child to the office to ensure this procedure is carried out. The green card indicates that the Principal or Assistant Principal is to deal with the matter. Until such time, the child is withdrawn from the playground.

### **Classroom Behaviour**

If a child's classroom behaviour becomes inappropriate for him/her to remain in the classroom, the classroom teacher is to take the child to the office while the buddy teacher supervises. If a long absence is required of the classroom teacher, the learning support teacher or available staff will be sent to the class.

### **Outbursts of Extreme Behaviour**

The welfare of all students is the responsibility of all teachers. In extreme cases the following procedures are to be followed:-

Child will be asked to present at the office. If this does not happen, proceed as follows:

1. teacher to send a child for the Principal/Assistant Principal;
2. teacher takes child to Principal/Assistant Principal;
3. teacher will send another child for an available executive member;
4. supervising teacher will be freed to take class/school somewhere safe;
5. school office will contact either parent.

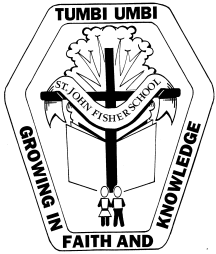
## **REFERENCE**

Pastoral Care Policy for Diocesan Systemic Schools.

## APPENDIX 1

### CARD CODE SYSTEM

RED	–	EMERGENCY
GREEN	-	BEHAVIOUR
YELLOW	-	OFFICE, MEDICAL



# ST JOHN FISHER CATHOLIC SCHOOL

## Anti-Bullying Policy

### **STATEMENT OF PURPOSE**

We believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to create a culture of caring which will not tolerate bullying. This policy builds on the school's pastoral care policy to provide clear and agreed procedures and strategies for combating bullying in the school, responding to bullying behaviours and protecting and supporting all parties involved.

### **DEFINITION OF BULLYING**

*Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress. These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated. (Peer Support Foundation, 1998)*

Bullying can be:

- physical: hitting, pushing, kicking, spitting on others, etc;
- verbal: the use of "put-down" comments or insults, ridicule, name calling, spreading rumours;
- non-verbal: writing offensive notes or graffiti about others, rude gestures;
- exclusion: deliberate exclusion from activities, refusing to sit next to someone;
- property: damage to personal property, stealing, hiding, damaging or destroying;
- extortion: threatening to take someone's possessions, food or money;
- the setting up of humiliating experiences;

This policy is to safeguard the rights of children to be able to learn and play in a "bully-free" environment.

### **OUTCOMES**

This policy will ensure that:

- everyone within the school community knows that no form of bullying is acceptable;
- everyone within the school community is alert to signs and evidence of bullying, and reports incidents if and when they occur, to staff;
- disciplinary procedural action is taken on all reported incidents of bullying;
- care is taken to establish facts clearly, taking separate accounts from victims, child demonstrating bullying behaviour and witnesses;
- child exhibiting bullying behaviour is confronted with the seriousness of the offence and is offered support and counselling to help readjust the behaviour;
- comfort and support is offered to children on receiving end of bullying behaviours;
- parental and peer-group support/co-operation is sought for all children involved in the bullying incident.

## **REQUIREMENTS**

- St John Fisher Catholic School will include procedures for management of bullying behaviour.
- At the beginning of every school year, each teacher will be responsible for making children aware of the schools definition of bullying and the school's attitude towards such anti-social behaviour.
- Each class teacher, with his/her group of children will develop a set of class rules and responsibilities taking into account this policy.
- St John Fisher community recognises the rights of each individual.
- Parents are made aware of the Bullying Policy through the school newsletter.
- Staff review content presented by the Peer Support Team on Bullying before the implementation of the program each year in the school.
- The Peer Support Program especially developed to address bullying introduced in 2001 is ongoing.
- All who are ever involved in study, work, partnership or contact with St John Fisher will be made aware of the School's Bullying Policy.

## **REFERENCES**

- Student Behaviour Policy.
- Supervision Policy.
- Peer Support Anti-Bullying Program.
- Protective Behaviour Guidelines.
- Child Safety Handbook (1997, Issue 18).

## **EVALUATION**

Review date to be set.

## **STRATEGIES FOR DEALING WITH BULLYING BEHAVIOUR**

### **INTRODUCTION**

Bullying can be described as a pattern of oppressive behaviour by a person or group over a less powerful other. It has also been defined as:

- “. .a form of anti-social behaviour which is based upon an abuse of power” (Bryne, 1994);
- “. .the wilful, conscious desire to hurt, threaten or frighten someone” (Tattum & Herbert, 1992).

It has been claimed that about one in seven school students are continually victimised and that approximately 5 per cent of the student population are bullies. (Rigby, 1992)

One in two children will experience some form of bullying. (Dr B. Evans, Monash University)

Other Australian Research Findings on bullying include:

- boys are victims more than girls;
- fourteen per cent of bullying lasts six months or more;
- victims have lower self-esteem. Bullies do not necessarily have low self-esteem;
- the most common form of bullying is teasing related to appearance
- for boys there is a rise in victimisation from 10 to 13 years. For girls there is a decrease;
- most students want bullying to stop. All students over the age of 14 become less sympathetic to victims;
- real bullying does not sort itself out naturally;
- bullying is either reinforced or challenged by the atmosphere which exists in an organisation.

### **RAISING AWARENESS**

Raise awareness within classrooms by ensuring teachers talk to students about bullying and its effects. Children are to be told that bullying is “not on” in our school.

Talk about bullying behaviour at the initial parent night and inform parents in regard to the school policy. Provide support programs for skilling parents to protect children against bullying.

### **SPECIFIC STRATEGIES**

#### **School:**

- whole school assemblies will focus on positive behaviour and heightening awareness of rights, responsibilities and rules as well as bullying and its consequences;
- introduce peer counselling;
- the Peer Support Bullying Program will be implemented in the school;
- put into place appropriate reporting and recording procedures for instances of bullying.

#### **Teachers:**

- will work together to actively promote and “model” positive behaviour, attitudes and values;
- assist children to recognise the difference between “dobbing” and “reporting”;
- everyone will be alert to signs of bullying and report it;
- if an incident of bullying is reported, and/or observed it is to be dealt with immediately;
- mediate with children exhibiting bullying behaviours in a non-accusing, non-threatening way;
- support children to take responsibility for their behaviour and encourage them to make more appropriate behaviour choices;
- assist children in developing appropriate non-violent methods to meet their needs.

### Children:

- encourage other students to take responsibility for their more vulnerable peers;
- children will be engaged in behaviour management lessons which will give them positive approaches to deal with bullying behaviour;
- encourage students to influence those who use bullying behaviour positively;
- everyone will be alert to signs of bullying and report it.

### Parents:

- watch for signs that child may be being bullied.
- let your child know that bullying in any form is never acceptable. Listen to your child and take their feelings and fear seriously;
- make sure your child knows that being bullied is not their fault;
- instruct their children to "tell" if they are being bullied;
- assist children in developing appropriate non-violent methods to meet their needs;
- don't call your child names, like "weak, sook and wuss". Don't tell them "not to worry, to forget it, to toughen up";
- avoid bullying tactics around your child, so they don't get mixed messages;
- If the bullying is verbal, help your child develop the skills to ignore it so that the bullying does not get the satisfaction of a reaction. Practice the way to walk past looking confident with head up. Practice a supply of quick (not insulting) responses - for example 'that's your opinion', 'talk to someone who cares';
- avoid the urge to take everything into your own hands unless absolutely necessary, as this will make your child feel less in control;
- help your child feel good about the other things in his/her life. Feed their self-esteem;
- when it is clear that your own child is the bully, recognise the seriousness of the issue and support the school in implementing this policy.

### **REPORTING AND PROCEDURES**

- S/he will be told the consequences of the actions (see Behaviour Policy) as well as being offered support and counselling.
- All children will be offered support, guidance and comfort.
- If the bullying behaviour continues, the child's parents will be informed and talked with by a teacher or the Principal/Assistant Principal.
- The child will be talked with again and further consequences implemented if necessary. Behaviour will be monitored until there is evidence of a positive change in behaviour.
- A meeting of parents, child, teacher/Assistant Principal/Principal will be called. Action plan will need to be developed.
- If the bullying behaviour continues, the Principal/Assistant Principal will be informed and consider appropriate action which could include –
  - “time out” from the classroom;
  - “time out” from the playground;
  - monitoring upon return to playground until behaviour appears to be modified.

## **SEASONS FOR GROWTH PROGRAM**

### **STATEMENT OF PURPOSE**

The *Seasons for Growth* program provides a network of care for children experiencing grief/loss in their lives through a significant loss. *There is increased recognition that schools are appropriate sites for mental health education and the development of psychosocial competence in young people. Psychosocial competence refers to a person's ability to deal effectively with the demands and challenges of everyday life* (World Health Organisation, 1994) Seasons for Growth is part of this psychosocial educational agenda in that it provides skills for young people effectively to manage their reactions to change and loss.

### **WHAT IS SEASONS FOR GROWTH?**

*Seasons for Growth* is a program designed to provide the opportunity for a child to integrate, at his/her developmental level, the appropriate knowledge, skills and attitudes to understand and to cope with change, loss and grief. This takes place in an atmosphere of like-to-like peer support.

### **MEASURABLE OUTCOMES**

The policy ensures that program participants:

- acknowledge the reality of change and loss in their lives;
- learn about possible reactions to change and loss and how each has experienced these;
- develop skills to assist in managing their grief reactions;
- explore ways of letting go and moving forward.

### **REQUIREMENTS**

- The Site Coordinator will ensure that sufficient Companions are trained each year to ensure the conducting of the program within the school
- Parents are made aware of the program through the school newsletter and brochures are made available.
- Written parental/carer permission is required before a child may participate
- Groups are set up, times, venue organized and companion appointed
- Books are ordered
- Class teachers are consulted and kept informed at all times

### **REFERENCES**

*Seasons for Growth*, Companion Manual

### **PROCESS OF EVALUATION**

The program will be evaluated annually by site coordinator and facilitators.