

# St John's Mullumbimby

## Student Welfare Policy



Incorporating

Pastoral Care, Behaviour Management & Restorative Justice,  
Student Anti-Bullying Policy & Procedures

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## Vision Statement

***In partnership with the family and the parish, and in the spirit of equality and justice, the community of St John's Catholic Primary School cherishes Christian values, self-esteem and the dignity of the person. Our vision, which is centred on the Good News of Jesus, is to provide quality education that is relevant to the children's lives.***

As a Catholic school we are guided by the teachings of our Church and the simple ideal of 'Love God, love others.' At St John's School Mullumbimby we understand all children are different. They all require help in many forms to enable them to develop to maximum potential. They also require our care and understanding as they grow and change. It is our role to work with parents in supporting students. Change cannot occur in isolation so we must all work together to assist. The role the school takes on is not one of disciplinarian but one of gentle guidance.

In order that our Pastoral Care policy can work all parties need to understand their obligations and the expectations that run in conjunction.

Expectations of school:

- ✓ All students attend school in a positive frame of mind.
- ✓ All students try their best at all times.
- ✓ All students need to be aware of our Code of behaviour.
- ✓ All students seek appropriate help if they need assistance.
- ✓ Parents work with school to provide the best learning environment for the students.

Expectations of students:

- ✓ That the school is a safe environment.
- ✓ That the school is always positive in their care of students.
- ✓ That the school regularly review their policy and dialogue with students.
- ✓ That the school makes every effort to assist students in need.

Expectations of parents:

- ✓ That their children will be safe at school
- ✓ That the teachers will work with them to assist the best educational outcome for the students.
- ✓ That the school keeps parents informed of any changes required.
- ✓ That parents are kept informed about their child.

To allow the school to offer the best to each individual student the following policy has been developed.

St John's School Mullumbimby has the following as aspects of its Pastoral Care Policy:

- Counselling
  - Additional Needs
  - Mandatory Reporting procedures
  - Reinforcement of Positive Behaviour
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- School Code, Behaviour Steps and Reflection process (Restorative Justice)
- Awards, Affirmation and Celebration

The aspects of the Pastoral Care plan are all interrelated dependent on specific needs of students.

Each aspect is explained:

**Counselling-** students experiencing difficulty with an area of their life may be offered counselling. The delivery of counselling may be in a one on one situation or in groups depending on the needs. The selected counsellor facilitates social skills groups, behaviour modification, organizational skills or time to talk to deal with a difficulty (e.g. anger management, grief, etc). This aspect is offered during school hours.

**Additional Needs-** These students are identified by difficulty in class work or results of testing. Students who are identified may be a funded student, so called because the level of their cognitive ability or a physical/ medical condition has funds allocated to it by Federal funding available through the Catholic Education Office. They may also be a student who does not qualify for funding but displays a level of attainment below the school's expectations. Some students are also monitored and assisted as they are new to the school and require assistance in attaining a certain level of achievement.

#### **Disability Standards for Education**

The Disability Standards for Education 2005 (the Standards) clarify the obligations of education and training providers and seek to ensure that students with disability can access and participate in education on the same basis as other students. The Standards were formulated under the Disability Discrimination Act 1992 and came into effect in August 2005.

**Mandatory Reporting procedures.** In accordance with Child Protection legislation there is a need to maintain mandatory reporting procedures. Should a child be seen to be in any danger or should they reporting behaviour that is not legal the mandatory reporting procedures need to be enacted. Likewise if any allegation of reportable behaviour is made to the school then the Child Protection legislation will be enacted.

**School Behaviour Code;** at St John's we realise that it is important to have consistent expectations about norms for behaviour across the school. We use the following four concepts; respect, self-responsibility, effort and safety to frame our expectations for children as they go about their learning and interacting with one another.

#### **Acknowledgment Plan**

- Continual praise and encouragement for meeting behaviour expectations. (verbal, non-verbal, written)
  - Clear outline of students' rights and responsibilities. Eg: Every child has a **right** to be in the class, to contribute to lessons (discussion, questions, bring resources to school), to make use of school resources and to feel secure within the class and school environment. Every child has a **responsibility** to contribute positively to the
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class environment ...to perform set tasks (completing activities set by teacher), to take on organisational roles (messages, cleaning up after activities, emptying bins etc), to nurture a learning environment (be attentive, help other students, ensure all members have the opportunity to learn.) As part of the Acknowledgment Plan include discussion about personal choices in regard to an individual's behaviour.

- Individual and whole-class rewards (stamps, free time, certificates, computer time, fun days, game time, sports activities)
- Sharing work with others – assemblies, principal, other classes, parents.
- Teacher evaluations – comments on work, marks, stickers.
- Celebrations – birthdays, outside achievements.
- Teacher & Principal awards.

### Behaviour Plan:

Our Behaviour Plan at St John's is designed to support a harmonious learning environment while recognising that sometimes children's behaviour will not comply with class expectations. The plan is displayed in each classroom and students are reminded of the behaviour expectations throughout the steps.

#### Behaviour Plan Visual Chart:

**Step 1** - Student given **non-verbal** reminder

**Step 2** - Student given a **verbal reminder** linked to behaviour code and **visual**.

**Step 3** - **ORANGE CARD** Final warning given by placing an orange card with the student. No talking.



At the end of session or play the orange card will be removed as to give the student the chance to redeem their own behaviour. If the previous behaviour is repeated the student will go straight to orange card.

#### **Step 4** -Buddy Class/Playground Time out

Class teacher to phone **buddy class** and send the student with a **reflection form** as per the following arrangements:

**ES1 – S2**

**S1- S2**

**S2 - S3**

**S3 - S1**



K-2 Draw a picture of expected behaviour (10 mins) and complete reflection form on return to class.

3-6 Fill in a reflection Form (15 mins)

All reflection forms need to be signed by the Assistant Principal or Principal before being sent home.

Playground 10 mins on time out seat in undercover eating area.

#### **Step 5** or Crisis

**Phone office** for support

PLAYGROUND - **Send a red card** to staffroom



**Behaviour-** Children do not suddenly develop poor behaviour. Some students, for whatever reason, have difficulty in managing their behaviour. If a student is identified as having behavioural difficulties they may become part of one of the other Pastoral Care programs. In addition they also have a specific Behaviour Plan. This plan is developed by class teachers, Special Needs Staff, the Principal and parents. The Inclusion Officer will be part of this planning process when deemed necessary.

### **Restorative Justice/discipline;**

**Definition; *Restorative*: to give back; to repair the harm and rebuild; to reintegrate the person(s) who did the harm; restore a sense of wellbeing and connection.**

**The philosophy and practice of restorative justice in schools is to promote resilience in both the one who is harmed and the one who causes harm. It is about helping young people become aware of the impact of their behaviour on others through personal accountability and being open to learning from conflict situations *Marist Youth Care, Sydney (2004)*.**

- At St John's we have a strong emphasis on building healthy relationships. We understand that these relationships sometimes breakdown and require resolution, forgiveness healing; we use Restorative Justice practices to resolve these breakdowns. We strive for a student to be self-disciplining; students are encouraged with the assistance of staff to take responsibility for their own learning and behaviour respecting the rights of all to learn and grow. By this we mean that our ultimate aim for any student is to understand the reasons for their misbehaviour and to be able to change this. All students also need to understand that for every action there is a consequence.

St John's School Mullumbimby expressly prohibits corporal punishment as a means to discipline children. Similarly we do not sanction the administering of corporal punishment by non- school persons, including parents as a means to enforce discipline.

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