**Pastoral Care Policy**

**RATIONALE:** All members of our school community have the right to:
- learn without interruption
- teach without interruption
- work in a safe environment
- work in an atmosphere of mutual respect

The school's *Pastoral Care Policy* attempts to preserve these rights.

**PRINCIPLES:**
- The school's aim is to develop behaviour that demonstrates self-discipline, tolerance, courtesy and acceptance of responsibility.
- The successful functioning of the school is based on the assumption that clearly stated rules are understood and complied with.
- Compliance will be rewarded.
- Non-compliance will not be rewarded.

It is incumbent on all staff to be fully committed to the procedures of this policy. To ensure its success teachers must:
* Aim to provide a self-enhancing atmosphere in their classrooms and
* Ensure that clear, concise rules and consequences are understood by their students.
* Consistently and fairly apply the pre-determined and agreed consequences. (Positive and negative)

The following guidelines outline procedures to be used in:
- Classrooms (Part A)
- Playground (Part B)
- Office (Part C)

**Policy**
- All members of the school staff will develop and implement strategies to manage student behaviour that are appropriate and in accordance with these and DOET guidelines.
- All members of the school community will be informed of the school’s MSB processes, procedures and policy.
PART A

CLASSROOM MANAGEMENT

Preamble
Each teacher is responsible for generating a set of classroom rules and consequences and ensuring they are fully understood, accepted by all students and consistently applied. (See classroom management guidelines)

- Each teacher is responsible for communicating classroom rules and consequences to the school Principal and parents of the children in his/her class.
- Each teacher is responsible for ensuring classroom rules/consequences are clearly displayed and regularly reviewed to reinforce them. (Note: displaying management plans is important so relief/specialist teachers, etc can follow the normal classroom procedures as far as possible.)
- Each teacher is responsible for consistently and fairly applying consequences and for maintaining records of behaviour for the students in his/her class.

CLASSROOM MANAGEMENT GUIDELINES: In formulating rules the following suggestions should be considered:

- Limit rules (four or five only is suggested)
- Rules should be observable and specific.
- Where possible, state rules in positive terms eg. "Listen courteously," as opposed to, don't interrupt others."
- Rules should be behaviour focussed ie. Your rules should address the behaviours you wish to eliminate.
- In forming rules relate these to the rationale (see earlier)
- Ensure rules are understood, accepted and consistently applied.

Given the above a typical set of classroom rules may be:

1. Raise your hand for permission to speak
2. Listen to others courteously and speak appropriately. E.g. In this class we do not swear, interrupt or mutter.
3. Be considerate of others. E.g. Keep hands, feet and objects to yourself.
4. Follow all teachers' instructions immediately.

* Compliance with the rules should be regularly and consistently reinforced and rewarded according to the classroom guidelines (see later)
**POSITIVE CONSEQUENCES**

It is desirable that at both a classroom and school level the emphasis be on the “positives.”

An incentive scheme will be used on a whole school basis, which will allow students to earn good deed awards and recognize and value compliant behaviour. Special merit certificates will also be awarded at assemblies. From time to time other privileges (eg. camps/excursions) will be used to reward students. Generally, a low frequency of punishment but high rate of recognition for positive achievement will result in a desirable school tone. Each teacher will also document how positive reinforcers will be included in individual classroom management plans.

**NEGATIVE CONSEQUENCES**

**SELF ENHANCING CLASSROOM**

**Stage 1:** Teachers establish a self-enhancing classroom with clearly understood rules that are mutually accepted. Positive reinforcements are a feature of a self-enhancing classroom. (See classroom overview)

A self-enhancing classroom is also:

- low on teacher dependency
- guided by clear organisational rules which are known and practised
- attractive and colourful
- word rich and student oriented
- high on motivation
- characterized by the use of positive feedback

**WARNING**

**Stage 2:** If a classroom rule is violated a warning (written or verbal) is given. When possible prior to issuing a warning recognise at least two children demonstrating appropriate behaviour. At times it may be necessary to ensure students know when and why they have been warned (eg. Ask why do you think your name has been ... ?) as well as the consequence for a further breach of rules.

At the same time be aware of the need to avoid giving undue attention to students in non-compliant situations.
Office Procedures
Once a student has been referred to the office the following procedures take place
1. The student is counselled on arrival and a time out (about 15 min) is initiated. During the time out the student is required to complete a task eg reflection sheet.
2. The student is given a recess/lunch/after school detention where either; a) classroom work not finished due to the time out is completed or b) another task is to be completed eg reflection sheet. The student is counselled once again.
3. The parent is contacted (preferably by phone and before the student goes home) informing them of their child's office referral, reasons why and consequences. This is most important as it stops students telling parents “half-truths” when they arrive home that day. Parents really appreciate the advance warning.
4. The office referral is noted in the school’s BMIS recording system. Eg SIS, central behaviour file etc. After 3 or 4 entries the parent is informed that suspension is imminent. This parental contact is also noted in the BMIS records.
5. Should a child be suspended then an individual behaviour modification plan is developed with the teacher, student and parent.

Playground Procedures
• Phys Ed program teaches children games they can play at recess and lunch time. Initially high teacher input and involvement. This can be eased off over time but not stopped altogether.
• High admin presence in the playground – particularly at lunch time.

Mystery Excursion
At the end of each term all children who have remained on green have a chance to be selected to attend the Principal’s mystery excursion. Teachers draw names of students from a hat. The number of students per class is dependent on the size of the school. This is a free excursion.
CANTER MODEL
FIRST CONSEQUENCE (X)

Stage 3: If a warning is not heeded then a minor consequence as determined by the teacher is put in place. Ensure the student is aware of the rule he/she has broken. Explain such behaviour is against the rules quickly but not angrily. Focus on the student’s choice to misbehave.

SECOND CONSEQUENCE (XX)

Stage 4: For a second breach of rules a more severe consequence may be implemented and stage 3 is repeated.

BUDDY ROOM VISIT (XXX)

Stage 5: At this stage the student can be sent to a designated 'Buddy Room' for immediate time-out. The "time-out" is to break the behaviour cycle and not intended as a punitive measure. It is suggested that ten minutes be a maximum time. At the following recess (or next convenient time) the classroom teacher counsels the student. In the buddy room the student sits in a designated chair doing nothing. A student who offends in the buddy room progresses automatically to stage 6.

Note the office procedure from this point on is as described

OFFICE / ADMINISTRATION (XXXX)

Stage 6: Once a child is sent to the office this is regarded as a serious offence and will be for:
- defiance
- destruction of property
- verbal or physical abuse
- consistent rule violations i.e. achieved stage 6

At the office stage a member of the Admin will record behaviour breaches and teachers will be informed of the consequences to be implemented. Typically these may consist of completion of a "let’s work it out sheet", reflection sheet, detention, a letter or phone call to the students parents, a request for a parent interview or progression to stages 7 or 8.
**IN-SCHOOL SUSPENSION (ISS)**

**Stage 7.** A child who has not modified his/her behaviour, or for those who the previous stages would be inappropriate will be internally suspended in the administration area. The following guidelines exist:

- A Deputy and/or Principal will record all incidences of in-school suspension.
- Parent interview with class teacher, Principal or a Deputy may be arranged. Parents will always be notified.
- The student placed on In-School Suspension forfeits the rights to normal classroom activities and any contact with other students. (Modified recess and lunch breaks).
- The teacher is under no obligation to provide activities to occupy the child.
- A Deputy or Principal counsels the child.
- A Deputy or the Principal will decide on the duration of the internal suspension.
- Child may be required (if appropriate) to complete a written contract and "work it out" sheet before being permitted to rejoin regular class program.

**SUSPENSION**

**Stage 8: (Reg 35)**

- A child, who failed to modify his/her behaviour following a period of Internal Suspension, may be suspended from school for up to 10 days. Typically a child will be suspended for a period of one or two days at a time. On occasions it may be necessary to suspend for a longer period of time.

- An interview will be held with the parent, Principal, Class Teacher or Deputy where appropriate.

- Assistance may be sought from the School Psychologist, SPER and/or Social Worker in support of the child.
- Meeting with Parent, Principal and child should be held before re-entry into school.
- District office personnel will be asked to convene a "panel" in the event of any student being suspended for a cumulative period of 15 days.
**EXCLUSION**

**Stage 9:** Should all avenues of assistance have failed to assist the child, the family and the school to reach an acceptable solution it would be recommended that the child not be permitted to return to school. At this stage (upon reaching 30 days suspension within a year) the District Director would be requested to convene an exclusion panel. In exceptional circumstances it will be recommended that the student be excluded from all government schools.

**NOTES:**

- A "severe clause" exists which allows teachers to "fast-track' students to an appropriate stage.
- Teachers may repeat particular stages ("loop") for similar breaches of rules.
- These consequences are not intended as punishments but as strategies to break and/or modify behaviour cycles.
- It is the classroom teacher’s responsibility to keep records of breaches of rules at stages 2-5. It is the administration's responsibility to keep records of breaches resulting in implementation of stages 6-9.
**OVERVIEW OF STEP BY STEP CLASSROOM MANAGEMENT PLAN**

<table>
<thead>
<tr>
<th>Room____________</th>
<th>Teacher________________</th>
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**ESTABLISH SELF-ENHANCING CLASSROOM** *(GREEN card)*

**STAGE 1** Teacher will establish a self-enhancing atmosphere. Using positive reinforcements in class. Rules and consequences are established and understood.

**SEVERE MISBEHAVIOUR**

**WARNING – VERBAL OR WRITTEN**

**STAGE 2** Do you know what you are supposed to be doing? If **yes** then Get on with it. If **no** then child/teacher may assist other wise a grievance may be taken out.

**MINOR/MODERATE CONSEQUENCE (ORANGE card)**

**STAGE 3** (eg Stop think do): conduct REFLECTION CIRCLE daily/2x

**MORE SEVERE COSEQUENCE (RED card)**

**STAGE 4** (eg. Repeated misbehaviour or off task behaviour Following stage 3 further disruption will result in red card... conduct REFLECTION CIRCLE daily/2x (This should not impinge on another teachers timetable)

**EXCLUSION/BUDDY CLASS(XXX)**

**STAGE 5** At this stage students will be sent to room with a “buddy class” note further disruption will result in red card office visit

**OFFICE ADMINISTRATION(XXXX)**

**STAGE 6** At this stage students will be sent to the office. (See office consequences)

**IN – SCHOOL SUSPENSION**

**STAGE 7** The child spends time in the office area supervised by administration. No contact with other students. Parent interview may be arranged

**SUSPENSION**

**STAGE 8** As per Education Reg. 35

**EXCLUSION**

**STAGE 9** As per regulations

“Loops” can be included to accommodate certain students.
POSITIVE CONSEQUENCES (CLASSROOM)

TEACHER:          ROOM:

In my classroom the following positive reinforcements will be used according to the guidelines stated below. (Teachers to complete and send a copy to the office with classroom management plan by week 3 of term 1 of each year or whenever a change is implemented.)
PART B

PLAYGROUND MANAGEMENT:

Preamble: It is the responsibility of all staff to ensure as far as possible students feel safe and secure during school hours. Two teachers will be rostered for duty at any given time. A roster will be posted in the staffroom as well as individual copies given to each teacher. The Deputy will develop rosters and be responsible for any variations and management issues.

Each teacher accepts that whilst they are on duty, playground management is their responsibility. (It is unfair to 'off load' problems onto the student’s classroom teacher.) **PLAYGROUND PROBLEMS SHOULD BE DEALT MTH BY THE DUTY TEACHER AS FAR AS POSSIBLE OR REFERRED TO A MEMBER OF ADMINISTRATION.**

PLAYGROUND MANAGEMENT GUIDELINES: The following playground rules apply.

1. Students may only leave the school grounds with permission of the Principal or Deputy or by being “signed out” by a responsible person.

2. Students will not physically or verbally abuse others.

3. Students will treat all school property/equipment with respect.

4. Students will place all rubbish in bins and will only eat and drink in designated areas.

5. Students will follow all teachers instructions.

6. Students will report all problems to a teacher.
   * Please take the time to listen to students in the playground and try to give incidences **closure** wherever possible.
CONSEQUENCES

POSITIVE PLAYGROUND ENVIRONMENT

Stage 1: Each teacher explains and develops an understanding of the playground rules to the students in their class. Teachers can be powerful models in the playground as well as the classroom. Be mobile, interact positively with students and try to praise where possible. Each duty teacher should also regularly issue good deed tokens to encourage positive playground behaviour. It also pays to regularly “contact” (visual / verbal) known problem students.

MINOR TRANSGRESSIONS

Stage 2: For a minor breach of rules teacher attempts to resolve the situation through counselling eg. Ask; *What are you doing?* "What rules are you breaking?" How will you work it out?" Often by simply taking the time to counsel a student future infractions can be averted.

MODERATE TRANSGRESSIONS

Stage 3: As per stage 2. A minor consequence may follow eg. pick up 5 pieces of paper, 5 minute sit out, etc. These consequences should be designed not to 'punish' but to provide 'thinking time' and as a good way to diffuse situations.

MAJOR I MODERATE TRANSGRESSIONS

Stage 4: As per stage 2. The child may be asked to 'shadow' the teacher on duty and counselled and/or picks up rubbish during the duty period. Entered into RED File

MAJOR TRANSGRESSION

Stage 5: Child is sent to the office or a member of admin. and dealt with as per stage 6 of classroom management plan.
OVERVIEW OF STEP BY STEP PLAYGROUND MANAGEMENT POLICY

Stage 1 POSITIVE PLAYGROUND ENVIRONMENT
Children encouraged to play together showing respect for the school rules. Positive incentives used to reward good behaviour. Each duty teacher gives good deed tokens where appropriate.

SEVERE CLAUSE

Stage 2 MINOR TRANSGRESSION
Teacher resolves conflict through discussion

Stage 3 MODERATE TRANSGRESSION
As per stage 2. A minor consequence may follow eg. Pick up 5/10 pieces of litter, 5 minutes sit out.

Stage 4 MAJOR/MODERATE TRANSGRESSION
As per stage 2. Child is asked to “shadow” the duty teacher. Picks up rubbish and is counselled during the period eg. This would be appropriate for a child who does not accept stage 3 consequence.
Entered into RED File

Stage 5 MAJOR TRANSGRESSION
(eg fighting/defiance/bullying)
1. Student is sent to the office.
A member of administration deals with the student and informs the referring teacher of the steps to be taken.

RULES
1. Students may only leave the school grounds with permission of the Principal or Deputy or when “signed out” by a responsible person.
2. Students will not physically or verbally abuse others.
3. Students will treat all school property/equipment with respect.
4. Students will place all rubbish in bins.
5. Students will follow all teachers’ instructions.
6. Students will report all problems to a teacher.
7. Students will not run on the verandahs and other areas as decided.
GENERAL NOTES

It may be appropriate for a child to 'loop' through certain stages several times. A student only progresses to the next stage if he /she fails to accept a consequence and then it is emphasised to them, it is their choice. For example, you might say, "If you fail to ... I want you to know you will be choosing to..."

- At times either a classroom or playground management plan may be unsuitable for a particular child. In these cases an appropriate individual plan can be developed by the student's teacher and the Principal and/or Deputy Principal. Outside assistance may also be requested. e.g. School Psychologist / SPER / etc.


PART C

OFFICE MANAGEMENT

Preamble: If a child is sent to the office or a member of the administration the following guidelines will occur:

- It will be assumed it is a very serious offence and has been evoked as a result of having passed through all stages of the previous management plans (classroom or playground) or as the result of a severe infraction of the rules.
- The child will be dealt with at the discretion of the Principal / Deputy and the referring teacher informed of the consequences to be evoked.
- A member of the admin will keep records of all office visits and the issue of “Pink Slips”.
- Parents will normally be informed using a standard letter with a return slip. (See appendix A)
- A detention room will operate for students who are sent to the office for breaching school / class rules. (See Appendix B)
- See OVERVIEW of OFFICE CONSEQUENCES.

GENERAL NOTES

It may be appropriate for a child to 'loop' through certain stages several times at the classroom and playground level. A student only progresses to the next stage if rules are repeatedly broken or he/she fails to accept a consequence and then it is emphasized to them, it is their choice. For example, you might say, "If you fail to ... I want you to know you will be choosing to..."

- At times either a classroom or playground management plan may be unsuitable for a particular child. In these cases the student’s teacher and the Principal and/or Deputy Principal can develop an appropriate individual plan. Outside assistance may also be requested. E.g. School Psychologist / SPER / etc.
- A general premise upon which this policy is based is that it is the responsibility of the person issuing the consequence (punishment) to ensure the student’s compliance and supervise any consequence put in place.
- Any areas, which are in doubt, should be referred to the Principal and / or a Deputy Principal.
Overview of Office Consequences

**Note:** If a child is sent to the office it will be assumed it is as the result of a severe clause penalty or else he/she has progressed through all of the previous playground/classroom steps as per. these guidelines.

**Per Term**

1st Visit: Recorded / Counselling

2nd Visit: Recorded / Detention slip issued / Completes a “Let’s Work It Out” sheet.

3rd Visit: As above / two lunchtime detentions

4th Visit: In-school suspension (1/2 day) / letter requesting parent attendance at a “case conference” to develop an intervention plan.

5th Visit: Out of school suspension

15 Days Suspension: Interim exclusion Review Panel to be convened.

30 Days Suspension: Exclusion recommended.
Appendix A

HILLCREST PRIMARY SCHOOL

2 BAY VIEW STREET, BAYSWATER 6053
TELEPHONE 9370 2330  FACSIMILE 9370 5259

Dear Parent,

This note is to inform you that today ____________________________ was sent to the office for a severe breach of school rules (see below):

- poor classroom behaviour ☐
- displaying defiant behaviour ☐
- fighting ☐
- swearing ☐

other ________________________________________________________

I am notifying you to inform you, and in an attempt to gain your support in ensuring future behaviour is acceptable.

- I would be happy to discuss this matter with you at your convenience ☐
- If possible I would like you to contact the school to discuss this matter. ☐

Yours faithfully,

PRINCIPAL / DEPUTY

Date ____________________________________________________________________

Please tear off and return to school.

I acknowledge that I am in receipt of the above letter.

Signed: ________________________________

Date: ________________________________