



# **SACRED HEART CATHOLIC SCHOOL PYMBLE**

## **PASTORAL CARE POLICY**

**2018**

## PURPOSE

**"We seek to nurture an inclusive and supportive network where relationships can be established and valued in an atmosphere of respect and dignity"**

**Sacred Heart Catholic Primary School, Mission Statement**

At Sacred Heart Catholic Primary School, we believe that all students, their families and staff have the right to a safe and supportive learning environment. Therefore all staff, students and families share a responsibility to teach, foster, promote and encourage positive behaviours from all students.

## POLICY FRAMEWORK

Our school Pastoral Care Policy takes into account the **Diocesan Pastoral Care Policy**, and **Student Discipline Policy for Diocesan Systemic Schools** in that our approach to discipline has its basis in our pastoral care for each other.

Sacred Heart Catholic Primary School is a community of students, teachers, parents and parishioners who care for each other, encompassing our core school values of Love, Mercy and Justice. We demonstrate values of the Beatitudes as seen in Matthew's Gospel. We value the importance of the family and the uniqueness of each child.

Pastoral Care in Catholic Schools in the Diocese of Broken Bay is based firmly on the Christian vision as expressed in the following statements.

Education is the process of helping each individual discover their own uniqueness, potential and responsibility. Responsibility is when we make informed choices about our behaviour and take control of our actions. Behaviour management at Sacred Heart is seen as teaching, guiding, leading, encouraging and demonstrating Christian behaviour within a framework of Catholic Gospel values.

We believe that Pastoral Care:

- has the life of Jesus Christ as its focus;
- is concerned with the dignity and integral growth of the individual;
- is a responsibility entrusted to all members of the faith community;
- is a force for healing, reconciliation and liberation, and
- is an expression of, and commitment to, justice.

(Extract from Diocesan Pastoral Care Policy)

Pastoral Care...

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

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

*Pastoral Care in the Church and hence in a Catholic school draws its expression and strength from the life of Jesus Christ.*

At Sacred Heart we achieve this through:

- The teaching of Religious Education from K-6
- Pastoral care and wellbeing leadership team comprising of teachers, students and parents.
- Active prayer life and regular opportunities to participate in prayer
- Participation of parish and school liturgical celebrations.
- Supporting the Parish Sacramental program
- Supporting the Parish Family Mass program
- Parent L.O.V (List of volunteers)-providing support for families in need.
- Support with 'The Dish' (support for homeless people in our community)
- Celebrating the Sacred Heart Feast Day each year.
- Student Leadership: Liturgy Committee

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

*God created humankind in God's image. (Genesis 1:27)*

*We are made in God's image and at the core of all the Church's pastoral action is a deep respect for the innate dignity and uniqueness of individual persons.*

At Sacred Heart we achieve this through:

- Ensuring our teaching and learning is inclusive of all childrens' needs including: differentiation, learning support and modification of teaching programs.
- Implementation of quality assessment across all stages.
- The tracking, analysis and purpose of internal and external testing data.
- Meeting the various needs of all students –physical, emotional, spiritual, academic and behavioural
- Consistent language, teaching and learning of SEL (Social, Emotional Learning) skills across K-6 through using Kidsmatters as a whole school approach.
- Using the Broken Bay SEL continuum to track individual student growth in SEL skills, and plan for further development in lagging skills.
- Student agency of learning direction and school Positive Behaviour for Learning (PBL) focus through the Student Representative Council.
- Collaborative Analysis of Student Learning (CASL) meetings.

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

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

*In the Catholic school community responsibility is entrusted to all members — students, parents, staff, clergy, administrators — to contribute to one another's growth and journey towards wholeness.*

We achieve this through:

- Parent information sessions
- Adult Spirituality sessions
- Parent involvement in quarterly Wellbeing Week
- Fortnightly Staff prayer
- Weekly school prayer in assembly
- Spiritual reflection within the weekly newsletter
- Weekly newsletter, memos and various forms of communication
- Collaboration with Priests and Parishioners
- Parent Engagement in the classrooms-class volunteers, parent participation days, parent participation in wellbeing week, parent participation in liturgical celebrations.

*... is a force for healing, reconciliation and liberation and is an expression of and commitment to justice*

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

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

*The Scriptures present God's work of redemption fully realised in Jesus, and it is in and through Jesus that we learn to be a welcoming, forgiving and reconciling people.*

We achieve this through:

- Support of three major catholic mission agencies : Catholic Mission, Caritas and St Vincent De Paul.
- Support of Mercy Sisters in Candela .
- Support of the Parish Sacramental Program.
- Opportunities during the year for students (Years 3-6) to participate in the Rite of Reconciliation.
- Participation in The Dish program each term.
- Student leadership: Social Justice Committee.

Sacred Heart is a KidsMatter School.



*KidsMatter is an Australian mental health and well-being initiative set in primary schools and early childhood education and care services (like preschools, kindergartens and day care centres). It's a framework that helps these places take care of children's mental health needs by:*

- creating positive school and early childhood communities
- teaching children skills for good social and emotional development
- working together with families
- recognising and getting help for children with mental health problems. (KidsMatter Australia)

At Sacred Heart we use a variety of tools to support student wellbeing and mental health. These include:

- Wellbeing Week each term.
- Use of boosters such as Friendly Schools, Smiling Mind and Zones of Regulation.
- Community building events for example annual school campout, concerts, liturgical based celebrations, Father's Day Breakfast, Mother's Day Breakfast and Grandparents' Day Morning Tea.
- Daily thinking and feeling routines.
- Parents and Friends (P&F) community events including trivia night, welcome event and class events.

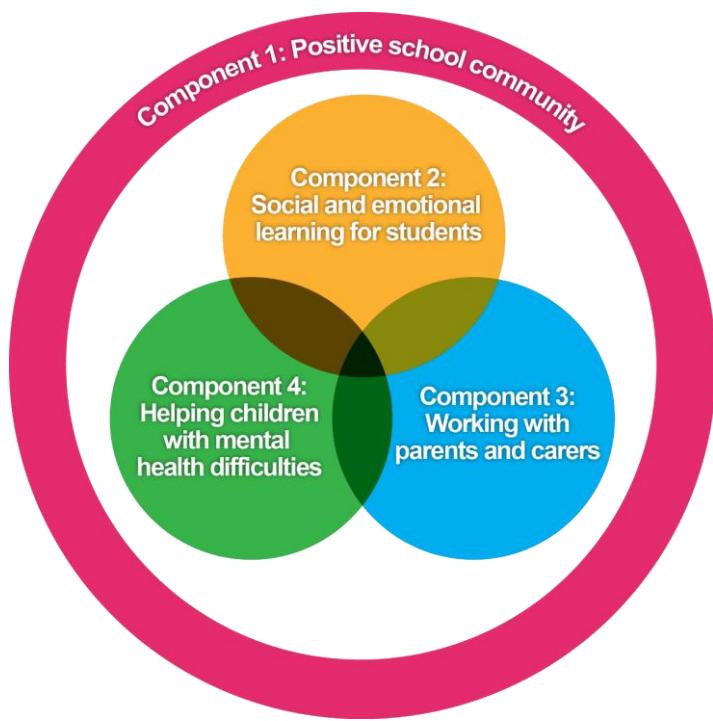
## Social Emotional Learning (SEL)

*Social and emotional learning is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations. (Collaborative for Academic, Social, and Emotional Learning, 2003)*

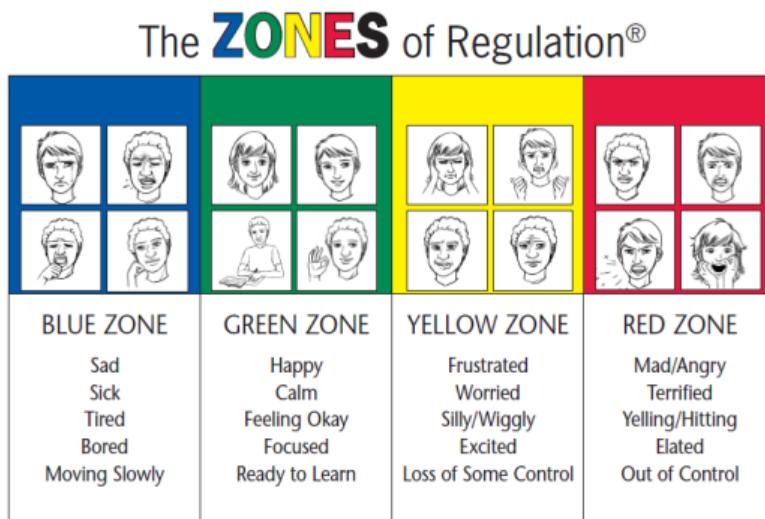
At Sacred Heart we embed the language Social Emotional Learning into our daily routines and practices. Students are explicitly taught the SEL competencies in order to support the development of the whole child.

The five key competencies outlined in our Diocesan framework are:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making



At Sacred Heart we use the Zones of Regulation as an approach to help student to become self-aware, I order to self-manage their emotions appropriately.

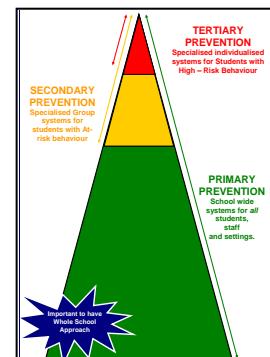


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## BEHAVIOUR MANAGEMENT POLICY

### DEFINITIONS

- *Behaviour* is defined as anything we say or do.
- *Appropriate Behaviour* is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations.
- *Inappropriate Behaviour* is any behaviour that does not meet the school rules and behavioural expectations.
- *Challenging Behaviour* is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning and interrupts students' and staff capacity to function in a safe and orderly environment.
- *At Risk Behaviour* is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.



Sacred Heart Catholic School has adopted a Whole School Approach to bring about positive behaviour; Positive Behaviour for Learning [PBL]. This approach has a strong emphasis on *teaching* appropriate behaviours and providing systems of support to bring about these positive behaviours.

**"Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all."**

*Diocesan School Student Discipline Policy*

Corporal Punishment by any School Person or non-school person is not permitted.

## CONTENT

### SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Sacred Heart Catholic School Rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe, nurturing and inclusive learning environment. Students at Sacred Heart Catholic School will be taught, encouraged and supported to demonstrate these expected behaviours.

### SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS:

## At Sacred Heart Catholic School, Care for Self, Care for Others and Care the Place for we are in

Care for Self	Care for Others	Care for the place we are in
<ul style="list-style-type: none"><li>• Be a good listener</li><li>• Manage impulsivity - Stop, Think, Do!</li><li>• Be in the right place at the right time</li><li>• Care for your appearance</li></ul>	<ul style="list-style-type: none"><li>• Only including, no excluding</li><li>• Speak and act with kindness</li><li>• Remind others to follow school rules</li><li>• Safe and caring hands</li><li>• Learn and Let others Learn</li></ul>	<ul style="list-style-type: none"><li>• Care for belongings</li><li>• Care for property</li></ul>

See appendix A and B – for full matrix of behavioural expectations across other settings

## PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Sacred Heart Catholic Primary School community is committed to:

- Teach,
- Practice,
- Apply, and
- Acknowledge the behavioural expectations as outlined above.

The Sacred Heart Positive Behaviour for Learning (PBL) Team will coordinate the process involved and support staff in teaching, practicing, applying and acknowledging appropriate behaviours. Team members will take on specific roles in the process to support staff and school community. All staff will actively support all systems and processes in order to bring about appropriate student behaviours.

See appendix C & E for Specific procedures and processes for TEACHING AND PRACTISING Behavioural Expectations

## PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

- Each class teacher develops their own systems of acknowledgement and reinforcement within their class for example extrinsic reward systems, points, stickers, star chart, intrinsic etc
- Body Language Strategies – smile, gestures, nod, thumbs up, proximity etc
- Verbal acknowledgment – recognition of how behaviours effect other, single word utterances, praise, descriptive encouraging etc
- Positive comments in student diary (years 2 -6)
- Class visits sharing of work / achievements
- Verbal recognition of individuals or groups of students after recess and lunch or school events
- Being chosen for responsibilities / jobs
- **Awards at school assembly (alternate weeks K-2, and 3-6)**
  - **Merit Award for academic achievements**- teachers allocate 3 students from each class.
  - **PBL awards** – all staff (class teachers, admin staff, Teacher librarian, music teacher, Learning Support teachers and Aides and Canteen Manager) allocate at least 3 students for PBL awards for demonstrating Behavioural Expectations. These are given out at fortnightly assembly.
  - **Reason to smile stickers for demonstrating appropriate behaviours (App.F)** – all staff make use of the Reasons to Smile Stickers during class and playtime to recognise children who are demonstrating appropriate behaviours. Each class teacher can devise their own method for storing / collating these to suit.
- **Sacred Heart Award** – end of year. Class Teachers nominate names of students who exemplify Behavioural Expectations and school values consistently throughout the year. Each grade nominates 2 students. These are endorsed by the School Principal and Leadership Team.

## **PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS, RECORD KEEPING AND DECISION MAKING**

Sacred Heart Behaviour Management Policy and practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective management of the school for the benefit of all.

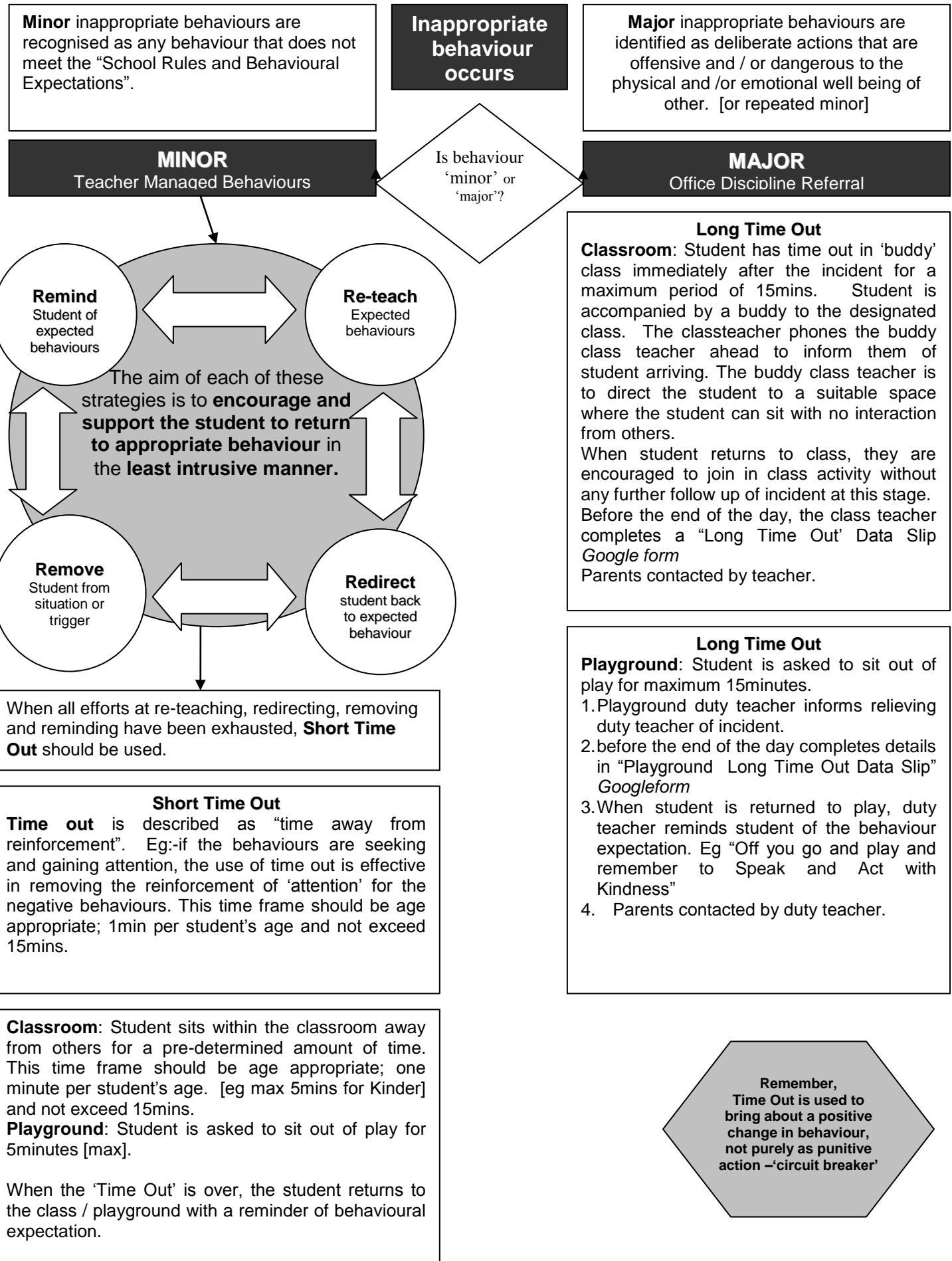
Staff are encouraged to remember the dignity of students when responding to inappropriate behaviour. When discouraging or correcting students behaviours, staff are encouraged to use the least intrusive methods possible.

**Minor [teacher managed behaviours - classroom / playground]** inappropriate behaviours are recognised as any behaviour that does not meet the "School Rules and Behavioural Expectations"

**Major inappropriate behaviours** are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of other. The consistent and repeated occurrence of minor behaviours may also be considered as major. (App.G)

<b>Minor 'Teacher Managed' Behaviours any behaviour that does not meet the "School Rules and Behavioural Expectations".</b>	<b>Major Behaviours deliberate actions that are offensive and / or dangerous to the physical and /or emotional well being of other.</b>
<b>Off task behaviours</b> - not engaging in learning activities, task refusal, task avoidance, calling out, wandering around room etc	<b>Repeated on going off – task behaviours</b> – off task behaviours occurring for long periods of time or repeated over time (ie long duration, high frequency)
<b>Disruption</b> - low intensity but inappropriate interruption to learning	<b>Disruption</b> - sustained or intense disruption of learning
<b>Inappropriate Language</b> – low-intensity use of inappropriate language	<b>Abusive Language</b> - verbal aggression such as swearing name calling, threats
<b>Physical contact</b> -non-serious but inappropriate physical contact	<b>Physical Aggression</b> - serious physical contact where injury may/ has occurred
<b>Defiance disrespect</b> - brief or low-intensity failure to respond to teacher request	<b>Defiance / disrespect</b> - repeated refusal to follow reasonable requests / directions
<b>Dress</b> - student wears clothing that is not within the expectations of school guidelines	<b>Theft</b> - having possession of or removing property belonging to someone else
<b>Property misuse</b> -low intensity misuse of school or personal property	<b>Property damage</b> - substantial destruction or disfigurement of property
<b>Technology misuse</b> - inappropriate but low-intensity misuse of technology (phone, iPod, camera, computer etc)	<b>Technology misuse</b> - misuse of technology (phone, iPod, camera, computer etc) which is sustained or (potentially) harmful to others
<b>Tardiness</b> - student arrives late after bell	<b>Repeated Tardiness</b> - repeated or sustained incidents of arriving late after the bell
<b>other</b> - any other inappropriate behaviour that has low intensity	<b>other</b> - any other inappropriate behaviour that is potentially harmful, or has caused harm to self or others

Procedures are outlined in the flowchart below.



In order to analyse ongoing inappropriate behaviours, the school may also make use of the “**Students Presenting Challenging Behaviour Form**” in order to write and implement a “**Behaviour Support Plan**”. The purpose of both being about teaching the student appropriate replacement behaviours.

## **SUPPORT DOCUMENTS**

- Sacred Heart Catholic Primary School Pastoral Care Policy
- Sacred Heart Catholic Primary School Anti – Bullying Policy
- Student Discipline Policy for Diocesan Systemic Schools
- Pastoral Care Policy for Diocesan Systemic Schools
- Students Presenting Challenging Behaviour Form [Diocesan Behaviour Management]
- Behaviour Support Plan Form [Diocesan Behaviour Management]
- Students Presenting At-Risk Behaviour [Diocesan Behaviour Management]
- At – Risk Behaviour Management Plan Form [Diocesan Behaviour Management]
- Critical Incident Procedure

## **POLICY REVIEW**

The school Behaviour Management Policy [and related Policies] are to be reviewed periodically and not less frequently than once every three years from the date of implementation of policy.

## **EVALUATION**

**Date of Policy September 2017**

**Date for Review September 2018**

## **LIST OF APPENDICES**

- Appendix A – School rules and behavioural expectations – all areas at all times
- Appendix B – School Rules and behavioural expectations – full matrix
- Appendix C – Procedures for Teaching & Communication School rules & Behavioural expectations
- Appendix D – Lesson Plan Schedule
- Appendix E - PBL Team roles and responsibilities
- Appendix F - Procedures for encouraging expected behaviours – examples of awards
- Appendix G – Procedures for discouraging inappropriate behaviours and data collection and decision making.
- Appendix H – Active Supervision
- Appendix I – Emergency Critical Incident Procedure

## Appendix A – School Rules and Behavioural Expectations – ALL AREAS AT ALLTIMES

SACRED HEART CATHOLIC PRIMARY SCHOOL, PYMBLE <i>Esse Non Videri</i>	<b>Care for Self</b> 	<b>Care for Others</b> 	<b>Care for the place we are in</b> 
All Areas at All times	<p><b>Be a good listener</b> </p> <p><b>Manage impulsivity - Stop, Think, Do!</b> </p> <p><b>Be in the right place at the right time</b> </p> <p><b>Care for your appearance</b> </p>	<p><b>Learn and let others learn</b></p> <p><b>Speak and act with kindness</b> </p> <p><b>Remind others to follow school rules</b></p> <p><b>Safe and caring hands</b> </p> <p><b>Only including , no excluding</b> </p>	<p><b>Care for belongings</b> </p> <p><b>Care for property</b> </p>

As at Jan 2014

**Appendix B School Rules and Behavioural Expectations – Full matrix [other areas adapted as needed in Staff Share Drive]**  
**School Rules and Behavioural Expectations**

SACRED HEART CATHOLIC PRIMARY SCHOOL, PYMBLE <i>Esse Non Videri</i>	<b>Care for Self</b> 	<b>Care for Others</b> 	<b>Care for the place we are in</b> 
All Areas at All times	<ul style="list-style-type: none"> <li>• Be a good listener</li> <li>• Manage impulsivity - Stop, Think, Do!</li> <li>• Be in the right place at the right time</li> <li>• Care for your appearance</li> </ul>	<ul style="list-style-type: none"> <li>• Speak and act with kindness</li> <li>• Remind others to follow school rules</li> <li>• Safe and caring hands</li> <li>• Only including, no excluding</li> <li>• Learn and Let Others Learn</li> </ul>	<ul style="list-style-type: none"> <li>• Care for belongings</li> <li>• Care for property</li> </ul>
Classroom	<ul style="list-style-type: none"> <li>• Learn all you can</li> <li>• Always walk</li> <li>• Sit safely</li> </ul>	<ul style="list-style-type: none"> <li>• Let others learn</li> <li>• Put your hand up when you have something to say</li> </ul>	<ul style="list-style-type: none"> <li>• Help keep our classroom tidy</li> <li>• Everything has its place</li> </ul>
Playground	<ul style="list-style-type: none"> <li>• Wear a hat when outside</li> <li>• Sit down when eating lunch</li> <li>• Walk on paths and concrete areas</li> </ul>	<ul style="list-style-type: none"> <li>• Fair and cooperative play</li> <li>• Be a good sport</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Care for our gardens</li> <li>• All rubbish in the bins</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>• Always walk</li> <li>• Wash hands</li> <li>• Leave the toilet promptly, no playing in the toilets</li> </ul>	<ul style="list-style-type: none"> <li>• Give people privacy</li> <li>• Use quiet voices</li> <li>• Knock on stall door</li> <li>• Take a buddy with you</li> </ul>	<ul style="list-style-type: none"> <li>• Flush toilet after use</li> <li>• Use water with care</li> </ul>
Canteen	<ul style="list-style-type: none"> <li>• Line up quietly</li> <li>• Keep a distance from the person in front of you</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn</li> <li>• Keep the volume down</li> <li>• Use 'please and 'thankyou'</li> </ul>	<ul style="list-style-type: none"> <li>• All rubbish in the bins</li> </ul>
Assembly	<ul style="list-style-type: none"> <li>• Always walk</li> <li>• Sit in class lines</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and leave the hall quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Leave the hall tidy</li> </ul>
Line up	<ul style="list-style-type: none"> <li>• Respond promptly to the bell</li> <li>• Line up in two lines</li> </ul>	<ul style="list-style-type: none"> <li>• Help others to find their places</li> </ul>	<ul style="list-style-type: none"> <li>• Leave the area tidy</li> </ul>
Walkways	<ul style="list-style-type: none"> <li>• Always walk</li> <li>• Stay in two lines</li> </ul>	<ul style="list-style-type: none"> <li>• Keep distance from the person in front of you</li> <li>• Allow others to pass</li> </ul>	<ul style="list-style-type: none"> <li>• Bags stored out of walkway</li> </ul>
Arrivals and dismissals	<ul style="list-style-type: none"> <li>• Listen for instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Be prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Put your bag in your line up area</li> </ul>
Church	<ul style="list-style-type: none"> <li>• Be reverent and prayerful</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and leave the Church silently</li> </ul>	<ul style="list-style-type: none"> <li>• Care for Church property</li> </ul>
Stairwell and Stairways	<ul style="list-style-type: none"> <li>• Always walk on the left</li> <li>• Hold the handrail</li> <li>• One stair at a time</li> </ul>	<ul style="list-style-type: none"> <li>• Speak quietly</li> <li>• Single file</li> </ul>	<ul style="list-style-type: none"> <li>• Keep stairwell clear of rubbish</li> <li>• Keep paint on the railings</li> </ul>
Train	<ul style="list-style-type: none"> <li>• Remain seated in your allocated group.</li> <li>• Hold onto poles/handles when train is moving.</li> <li>• Put your bag at your feet.</li> <li>• Carefully step onto train and platform.</li> <li>• Always stand behind the yellow line on the platform.</li> <li>• Watch for your stop</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet voices</li> <li>• Keep aisle clear</li> <li>• No eating on train</li> </ul>	<ul style="list-style-type: none"> <li>• Take your belongings with you</li> <li>• No eating on the train</li> <li>• Keep train clean</li> </ul>
Bus	<ul style="list-style-type: none"> <li>• Remain seated</li> <li>• Hold on to handrails</li> <li>• Put your bag at your feet.</li> <li>• Watch for your stop</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet voices</li> <li>• Keep aisle clear</li> </ul>	<ul style="list-style-type: none"> <li>• Take your belongings with you</li> <li>• No eating on the bus</li> </ul>

## APPENDIX C - PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

### Teach

#### PBL TEAM will:-

- prepare the PBL lesson plans, visual supports and home tasks for behaviour expectations following the yearly lesson plan schedule [Appendix B].
- dedicate regular time for PBL communication with staff at Briefings
- distribute lesson plans, visuals and other resources necessary for the PBL lessons to staff at the beginning of each term. These will be kept up to date on the 'staff share'
- review annotated lesson plans in teachers' programs

#### STAFF will:-

- *explicitly* teach expected behaviours using PBL lesson plans and visual supports embedding it into their teaching program
- *use tracking cover sheet* to record lessons and links to KLAs
- include their lesson plans in PBL section of Teaching Learning Program
- review / critique / evaluate the PBL lesson plans

#### WHOLE SCHOOL COMMUNITY will:-

- use language of behaviour – eg PBL section in school newsletter, weekly focus announced at assembly, language of "At Sacred Heart we Care for Self, Care for Others and Care for the place we're in" used when teaching, acknowledging or reminding students of appropriate behaviours.

### Practice

#### PBL TEAM will:-

- include practising strategies in lesson plans for class teachers to implement
- [may] call for whole school practice times to re-teach expected behaviours as need arises
- organise demonstration / role plays of behaviours at assemblies eg student leadership

#### STAFF will:-

- practise within the explicit teaching time as outlined in lesson plan and throughout the week as needed

#### WHOLE SCHOOL COMMUNITY will:-

- encourage expected behaviours to be practised across all settings [eg library, Music, PE, Church, excursions]

### Apply

#### PBL TEAM will:-

- support staff in the application of these behaviours eg feedback at staff meeting regarding lessons, distribution of resources etc

#### STAFF will:-

- encourage expected behaviours to be applied outside of the classroom environment and across all settings eg excursions, library, Church, hall etc

#### WHOLE SCHOOL COMMUNITY will:-

- encourage expected behaviours to be applied outside of the classroom environment and across all settings within explicit teaching
- encourage families to support students when completing PBL home tasks

#### PBL TEAM will:-

- acknowledge staff members who are following processes

#### STAFF will:-

- appropriate student behaviours are to be acknowledged on a ratio of approx 10:1 [acknowledge vs correction] through a variety of means [verbally, non-verbally, extrinsic, etc]
- refer Appendix D for detailed school wide processes for acknowledging appropriate behaviours.

#### WHOLE SCHOOL COMMUNITY will:-

- appropriate behaviours are to be acknowledged within the whole school setting

## APPENDIX D – LESSON PLAN SCHEDULE - 2017 Lesson Plan Overview

Term 1	Rule	Skill	Date taught	Display board Grade / Team
Week 2	Care for self	Be a good listener		
Week 3	Care for self	Be a good listener		
Week 4	Care for self	Manage Impulsivity		
Week 5	Care for self	Manage Impulsivity		
Week 6	Care for others	Safe and caring hands		
Week 7	Care for others	Safe and caring hands		
Week 8	Care for the place we are in	Care for belongings		
Week 9	Care for the place we are in	Care for belongings		
Week 10	Care for self	Be in the right place at the right time		
Week 11	Care for self	Be in the right place at the right time		

Term 2	Rule	Skill	Date taught	Display board Grade / Team
Week 1	Care for others	Safe and caring hands		
Week 2	Care for others	Safe and caring hands		
Week 3	Care for others	Speak and act with kindness		
Week 4	Care for others	Speak and act with kindness		
Week 5	Care for self / Others	Learn and Let Others learn		
Week 6	Care for self / others	Learn and Let Others learn		
Week 7	Care for others	Only including, no excluding		
Week 8	Care for others	Only including, no excluding		
Week 9	Care for others	Remind others to follow the rules		
Week 10	Care for others	Remind others to follow the rules		

Term 3	Rule	Skill	Date taught	Display board Grade / Team
Week 1	Care for others	Safe and caring hands		
Week 2	Care for others	Safe and caring hands		
Week 3	Care for self	Care for your appearance		
Week 4	Care for self	Care for your appearance		
Week 5	Care for self	Manage Impulsivity		
Week 6	Care for self	Manage Impulsivity		
Week 7	Care for self	Be a good listener		
Week 8	Care for self	Be a good listener		
Week 9	Care for self/ others	Using technology appropriately		
Week 10	Care for self/ others	Using technology appropriately		

Term 4	Rule	Skill	Date taught	Display board Grade / Team
Week 1	Care for self	Be in the right place at the right time		
Week 2	Care for self	Be in the right place at the right time		
Week 3	Care for the place we are in	Care for belongings		
Week 4	Care for the place we are in	Care for belongings		
Week 5	Care for self / Others	Learn and Let Others learn		
Week 6	Care for self / others	Learn and Let Others learn		
Week 7	Care for others	Only including, no excluding		
Week 8	Care for others	Only including, no excluding		
Week 9	Care for the place we are in	Care for property		
Week 10	Care for the place we are in	Care for property		

## APPENDIX E - School Wide Positive Behaviour for Learning (PBL)

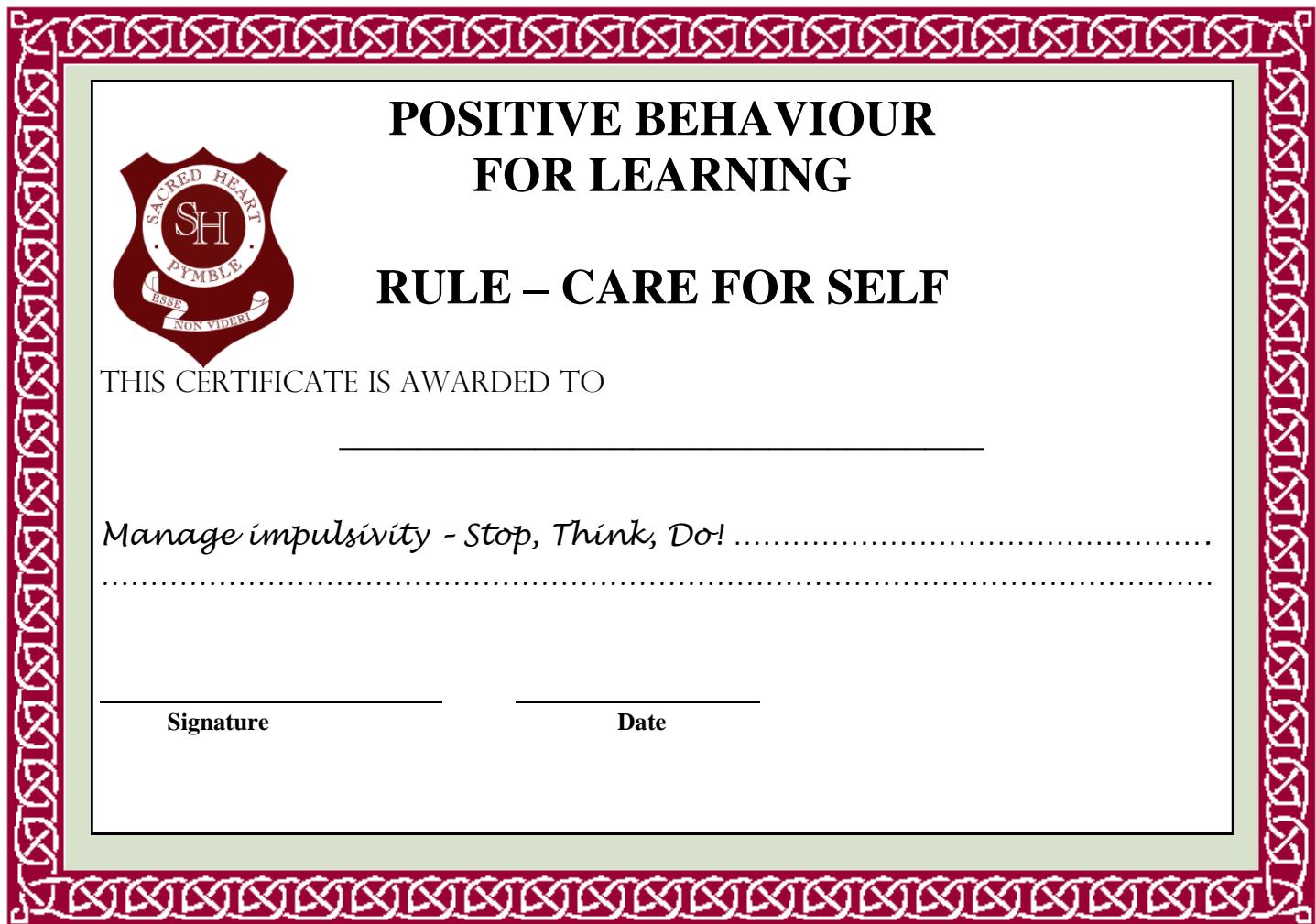
**TEAM ROLES AND RESPONSIBILITIES** As at March 2017

Chairperson – <b>Suzanne Simpkins</b>	<ul style="list-style-type: none"> <li>• Develop agenda</li> <li>• Facilitate meeting</li> <li>• Follow up on assigned tasks</li> <li>• Seek input from staff and other committees</li> <li>• Monitor team roles and responsibilities</li> </ul>
Recorder – <b>Susie Crumpton and Charlotte Hudson</b>	<ul style="list-style-type: none"> <li>• Keep minutes - accuracy, brevity, clarity</li> <li>• purpose of minutes: written record of events and decisions for future use, absent members and items to be carried forward to next meeting</li> <li>• distribute minutes to members</li> <li>• notify / remind team members of meeting time and location</li> <li>• distribute rewards to staff</li> </ul>
Data-base manager – <b>Kylie Lloyd-Jones</b>	<ul style="list-style-type: none"> <li>• Summarise student data from previous month</li> <li>• Present update on standard data (eg office referrals by behaviour, locations, grade etc)</li> <li>• Summarise data necessary for any pending decisions (eg effectiveness of new routines / structures)</li> <li>• Weekly newsletter items</li> </ul>
Communication Coordinators Staff: <b>Felicity Riley and Joanne Alexander</b>	<ul style="list-style-type: none"> <li>• Report progress and data-based feedback to staff</li> <li>• Newsletters, bulletins, staff room display board</li> <li>• Maintain systems of communication with staff</li> <li>• Organisation of Reasons to Smile</li> </ul>
Students: <b>Isobel O'Neill</b>	<ul style="list-style-type: none"> <li>• Public postings of expectations – including display boards around the school</li> <li>• SRC meetings and activities</li> </ul>
Parents Communication: (in Newsletter) <b>Susie and Charlotte</b>	<ul style="list-style-type: none"> <li>• Newsletter updates for parents</li> </ul>
Time keeper / task master <b>Mary</b>	<ul style="list-style-type: none"> <li>• Monitor agenda items and topics</li> <li>• Keep the group focused and moving during meeting time</li> <li>• Monitor start and finish time</li> </ul>
PBL Coach – <b>Maree Board</b>	<ul style="list-style-type: none"> <li>• Attend all PBL Team meetings</li> <li>• Inform and advise of current practice within PBL principles</li> <li>• Keep in communication with PBL Coordinator</li> <li>• Coordinates team self assessment and SET Data</li> </ul>
Reference Personnel	<ul style="list-style-type: none"> <li>• Communicate PBL initiatives with staff members of that stage group.</li> <li>• Checks in that rules are being taught explicitly.</li> <li>• All information circulated to various</li> </ul>
<b>Felicity</b>	Early Stage 1, School Band, (TSA – Teaching Services Australia).
<b>Louise</b>	Stage 1, Learning Support, Teachers Assist, office staff
<b>Suz</b>	Music Teacher, Integrated Learning, Sport Teacher
<b>Kylie</b>	Stage 2, (SRC)
<b>Isobel</b>	Stage 3, SRC, Young Engineers
<b>Kelly</b>	Art Express, Aquabliiss, Sport Providers, Casual Teachers Canteen, Uniform Shop,
<b>Kelly</b>	Chess Club, Italian/French, Piano, Flute, Violin, External Sport, Student Teachers, Before & After School Care

### ELEMENTS OF SUCCESS FOR PBL TEAMS

PBS Team Meetings	<ul style="list-style-type: none"> <li>• Scheduled regularly [at least monthly]</li> <li>• Use standardised agenda format</li> <li>• During meetings – <ul style="list-style-type: none"> <li>- Clearly define goal/s for the meeting</li> <li>- include follow up from previous tasks</li> <li>- use a format for acknowledging all participant contributions</li> </ul> </li> </ul>
Develop agenda	<ul style="list-style-type: none"> <li>• time schedule - allocate time for each order of business when time is up decide what to do and develop action plan, assign task or table til next meeting</li> </ul>
Follow up	<ul style="list-style-type: none"> <li>• do it and do it promptly</li> </ul>
Team Self – assessment	<ul style="list-style-type: none"> <li>• assess how you are functioning as a team TIC – Team Implementation</li> <li>• Refer coach [team self assessment survey]</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Set up / maintain PBL notice board in staff room Important notices, General information, Graphic display of data</li> <li>• Create system to 'group' staff [eg grade levels, teams etc]</li> </ul>
Key points	<ul style="list-style-type: none"> <li>• Frequent, regular meetings</li> <li>• Work from efficient agenda</li> <li>• Use data to guide direction / decisions</li> <li>• Follow each decision with an action plan</li> <li>• Translate decision into policy</li> <li>• Communicate, communicate, communicate</li> <li>• Celebrate</li> </ul>

## APPENDIX F - PROCEDURES FOR ENCOURAGING EXPECTED BEHAVIOURS – EXAMPLES OF AWARDS



## REASONS TO SMILE STICKERS



[THESE HARD COPY FORMS ARE REPLACED BY THE USE OF A GOOGLE FORM as of 2014 – the information as presented here is the same requested on the Google Form]

**APPENDIX G - PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS AND DATA COLLECTION AND DECISION MAKING**



**PLAYGROUND  
Long Time Out  
Data Collection Slip**

**Care for Self  
Care for Others  
Care for the Place we're in**

Date:	Student Name /s:		Class:
<b>Location WHERE</b>  <input type="checkbox"/> Oval <input type="checkbox"/> Shade area <input type="checkbox"/> Toilets <input type="checkbox"/> Bitumen <input type="checkbox"/> Tuckshop <input type="checkbox"/> Play equipment <input type="checkbox"/> Other <hr/>	<b>Time WHEN</b>  <input type="checkbox"/> Before school <input type="checkbox"/> Recess <input type="checkbox"/> 1 <sup>st</sup> half lunch <input type="checkbox"/> 2 <sup>nd</sup> half lunch <input type="checkbox"/> After school / dismissal  <b>Time:</b> _____ am/pm	<b>Incident WHAT HAPPENED</b> <input type="checkbox"/> <b>MAJOR INAPPROPRIATE BEHAVIOUR –</b> Deliberate actions that are offensive or dangerous to the physical or emotional well being of other <input type="checkbox"/> Physical <input type="checkbox"/> Verbal <input type="checkbox"/> other	<input type="checkbox"/> <b>REPEATED MINOR INAPPROPRIATE BEHAVIOUR</b> All efforts at <b>re-teaching, redirecting, removing and reminding</b> have been exhausted <b>AND short time outs</b> have not brought about appropriate behaviours.  <b>OR</b> <input type="checkbox"/> Remind ..... <input type="checkbox"/> Re-teach ..... <input type="checkbox"/> Re-direct .....
		<b>Please include a brief description of incident including the lead up to the event:</b>	
<b>Possible motivation:</b> "All behaviours meet a need". What do you <i>think</i> the possible purpose / function of the behaviour was? <input type="checkbox"/> Get? (attention, if so, what kind of attention, who from, power, control?) ..... <input type="checkbox"/> Avoid / evade / escape (people, task, situation, setting...) ..... <input type="checkbox"/> Communicate (trying to tell us something?) .....			
<b>Action / Follow Up</b> <input type="checkbox"/> Restorative Actions ..... <input type="checkbox"/> Time out ..... <input type="checkbox"/> Phone call to parents of child / children involved ..... <input type="checkbox"/> Data entered [PBL team] ..... <input type="checkbox"/> Other: .....			
Staff member on playground duty: (Please print) .....			
Signature Class Teacher: .....			
Signature Principal / AP: .....			

**APPENDIX G1 - [THESE HARD COPY FORMS ARE REPLACED BY THE USE OF A GOOGLE FORM as of 2014  
– the information as presented here is the same requested on the Google Form]**

 <b>Class time Long Time Out Data Collection Slip</b>		<b>Care for Self Care for Others Care for the Place we're in</b>	
Date:	Student Name /s:		Class:
<b>Location WHERE</b> <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> PE <input type="checkbox"/> Music <input type="checkbox"/> Drama <input type="checkbox"/> other	<b>Time WHEN</b> <input type="checkbox"/> Morning Block <input type="checkbox"/> Middle session <input type="checkbox"/> Afternoon block  <b>Time:</b> _____ am/pm	<b>Incident WHAT HAPPENED</b> <input type="checkbox"/> MAJOR INAPPROPRIATE BEHAVIOUR – Deliberate actions that are offensive or dangerous to the physical or emotional well being of other <input type="checkbox"/> Physical <input type="checkbox"/> Verbal <input type="checkbox"/> other	
		<input type="checkbox"/> REPEATED MINOR INAPPROPRIATE BEHAVIOUR All efforts at <b>re-teaching, redirecting, removing and reminding</b> have been exhausted AND <b>short time outs</b> have not bought about appropriate behaviours. <b>OR</b> <input type="checkbox"/> Remind ..... <input type="checkbox"/> Re-teach ..... <input type="checkbox"/> Re-direct .....	
		<b>Please include a brief description of incident including the lead up to the event:</b>	
<b>Possible motivation:</b> "All behaviours meet a need". What do you <i>think</i> the possible purpose / function of the behaviour was? <input type="checkbox"/> Get? (attention?; if so, what kind of attention, who from? Power, control?)..... <input type="checkbox"/> Avoid / evade / escape (people, task, situation, setting...) .....			
<b>Action / Follow Up</b> <input type="checkbox"/> Restorative action ..... <input type="checkbox"/> Time out ..... <input type="checkbox"/> Phone call to parents of child / children involved ..... <input type="checkbox"/> Data entered [PBL team] ..... <input type="checkbox"/> Other: .....			
Staff member completing data slip: (Please print).....			
Signature Class Teacher:.....			
Signature Principal / AP: .....			

## **Buddy Classes for LONG TIME OUT during class time.**

KM	$\Leftrightarrow$	1M
KW	$\Leftrightarrow$	1W
2M	$\Leftrightarrow$	KM
2W	$\Leftrightarrow$	KW
3W	$\Leftrightarrow$	5W
3M	$\Leftrightarrow$	5M
4W	$\Leftrightarrow$	6M
4M	$\Leftrightarrow$	6M

**NB** If a classroom is vacant (ie class is at library / music / sport / church etc), the student is to return to class and the class teacher makes arrangement for another class for the child to have time out.

## APPENDIX H

### ENCOURAGING APPROPRIATE BEHAVIOUR EXPECTATIONS IN NON – CLASSROOM SETTINGS (PLAYGROUND, ASSEMBLY, EXCURSIONS, BUS DUTY etc)

#### PLAYGROUND SUPERVISION (extract from Staff Handbook p15)

Children are to be supervised at all times and duty of care is owed to all children enrolled in the school at all times. Children are not to be left unsupervised in the classroom or playground. Supervision commences at 8.20a.m each morning. Staff are rostered on for playground duty and each staff member is responsible for his or her own knowledge of the duty roster. Staff are asked to be prompt when turning up to duty, actively supervise the area they are responsible for, monitor ‘high risk areas’ and be proactive in preventing incidents.

Sacred Heart Catholic Primary School, Pymble Esse Non Videri	Care for Self 	Care for Others 	Care for the place we are in 
Playground Duty	<ul style="list-style-type: none"> <li>Turn up to duty on time - Demonstrating Professionalism</li> <li>Respond to bells and ‘line up’ promptly</li> </ul>	<ul style="list-style-type: none"> <li>Turn up to duty on time - Allow your workmates their break</li> <li>Respond to bells and ‘line up’ promptly</li> </ul>	<ul style="list-style-type: none"> <li>Care for school -Ensure area is left clean and tidy</li> </ul>
	<ul style="list-style-type: none"> <li>Provide active supervision - duty of care</li> <li>Engage with kids</li> </ul>	<ul style="list-style-type: none"> <li>Provide active supervision - consistency of practice</li> <li>Carry the bum bag</li> </ul>	<ul style="list-style-type: none"> <li>Be vigilant - student safety</li> <li>Roam – active supervision</li> </ul>
	<ul style="list-style-type: none"> <li>Be visible</li> <li>Wear Flouro Vest</li> <li>Wear name badge</li> <li>Wear a hat</li> </ul>	<ul style="list-style-type: none"> <li>Greet children</li> <li>Be proactive</li> <li>1.55pm – ask children to move up to shade area, ready for line up</li> </ul>	<ul style="list-style-type: none"> <li>Roam - Visit target areas</li> </ul>

- Staff are to be active and vigilant in their supervision. Supervision is to be constant and consistent. Teachers are to communicate with colleagues at ‘hand over’ time for any relevant information.
- “Hot Spots” such as toilets, stair wells, walk ways and out of bounds areas are to be regularly patrolled by the teacher on duty.
- Duty of care exists if students turn up very early or stay very late.
- Playground rules are to be regularly taught (see Behaviour Management Policy PBL) and staff on duty are to be proactive when promoting these expectations.
- Staff are to wear a hat, a yellow vest and name badge at all times while on playground duty.
- Should a student have in their possession any ‘dangerous items’, staff are to remove the item from the student and inform Principal.
- Staff are not to leave their designated playground duty area until relieved of duty. In the event a teacher does not turn up to relieve another, a message is to be sent to the office so that supervision can be arranged.

Coffee/ Tea is to be consumed in the staffroom only. No hot liquids are to be taken out on to the playground. Glassware and crockery also are to remain in the staffroom for safety of all. Teachers are encouraged to use environmentally friendly water bottles and travel mugs with lid.

## **APPENDIX I**

### **Sacred Heart Catholic Primary School Emergency Critical Incident Procedure**

In the event of an emergency/unusual occurrence – for example a person is suffering from epilepsy or similar illness or a person behaving in a manner which is endangering the safety of the other members of the class.

- 1. Evacuate the students to a safe place** – ie the classroom next door, the playground or the library. (If incident occurs on the playground, remove all other students to a safe place well away from incident.)
- 2. Contact the office / ask neighbouring teacher to contact office / send for help.**
3. In the case of illness, remain close to the person and render assistance if required.
4. If a person is demonstrating **threatening or aggressive behaviour** keep a safe distance nearby near an exit / doorway.
  - do not block the doorway
  - do not attempt to touch or restrain the person
  - do not attempt to prevent the person leaving the room – observe and, if necessary, follow at a discreet distance.