



# “The Mary’s Way”

## Pastoral Care at St Mary’s Catholic School Bowen

### Rationale

St Mary’s Catholic School Bowen is committed to developing the whole person within a safe and supportive environment based on Gospel values. Our school approach to pastoral care is *The Mary’s Way*, which is based on the values and relationships underpinning the “Sisters of Mercy” charism.

*This is what the Living God asks of you: only this,  
to act justly to love tenderly  
to walk humbly with your God.*

**It considers the dignity and worth of each person. Students will be encouraged to practise responsible self-discipline which acknowledges the uniqueness of each individual and the developmental levels of children. At St Mary’s we believe:**

- that discipline is the shared responsibility of students, staff, administration and parents
- that disciplinary expectations and procedures should be clearly communicated to all who are part of the school community
- that each student is valued as an individual
- that students will develop self-respect; respect for one another; respect for all property
- that students will grow in self-respect
- that students will experience discipline which is consistent, firm and fair
- that students will be given opportunities to improve their behaviour
- that an atmosphere of Pastoral Care will nurture effective learning

*The Mary’s Way* outlines our system for facilitating positive behaviours, preventing inappropriate behaviour, responding to unacceptable behaviours and supporting students in their time of need. The five core values provide the shared expectations for student behaviour that are plain to everyone. They assist the school to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

**Our school community has identified five core values to teach and promote our high standards of responsible behaviour. Our students are called to act with:**

- ✓ Confidence
- ✓ Persistence
- ✓ Getting Along
- ✓ Resilience
- ✓ Organisation

**These core values have been agreed upon and underpin all aspects of our approach to pastoral care at St Mary's Bowen.**

**To achieve a supportive Christian environment, the following measures are taken:**

- We have a Student Management Process that reflects logical consequences of behaviour.
- We provide a Religious Education Program that promotes appropriate Christian living and Gospel values.
- We encourage a home - school partnership for the satisfactory resolution of differences that may arise.
- We encourage a spirit of reconciliation, healing, forgiveness and hope when difficulties arise.
- Developmental educational strategies that promote emotional resilience, social skills and life skills are used. These aim to encourage appropriate behaviour.

#### Guidelines

**The following guidelines aim to assist staff, students and parents with following the underlying principles of *The Mary's Way*.**

1. **Praise** – is the key to good behaviour management. Take every opportunity to praise good behaviour.
2. **Role Models** – all staff and volunteers should model the behaviours, attitude and language which children are expected to use.
3. **Success** – students should be given every chance to experience some success each day in their learning and behaviour.
4. **Records** – teachers should keep records of children's behaviours as well as rewards and consequences. These should be recorded on the online system tools such as Compass.
5. **Parents** – should be kept informed of incidents of both appropriate and inappropriate behaviour.
6. **Ownership** – children should be involved in the formation of class rules and procedures for their room to promote a sense of ownership and responsibility.
7. **Awareness** – Each child should have access to and be aware of the school rules and consequences of breaking these rules.
8. **Consequences** – consequences must be appropriate and realistic to the behaviour displayed. Over-reaction to a particular behaviour must be avoided.
9. **Prep** – As Prep students are still learning the boundaries of appropriate and inappropriate behaviours the consequences for unacceptable behaviour will be less stringent than for other students. Levels One and Two of the Consequences for Unacceptable Behaviour should apply. While their behaviour should not warrant a visit to the Principal's office, Prep teachers can use the Principal's / APRE's office as a time-out. This is not to be considered a step in an Individual Behaviour Management Plan but rather a consequence to reinforce the teacher's authority and to allow a safe place for the child to calm down before returning to class. The Principal / APRE must be present and informed, the expectation is that they will simply reinforce the teacher's message of appropriate behaviour.
10. **Students with Disabilities** – the behaviours of students with disabilities will be dealt with in a similar manner to other students, but consequences will be specific to the students in accordance with their IEP.
11. **Commitment** – the school's behaviour management processes will only be effective when all staff and volunteers are supportive of the policy and follow the required processes.

## Rights and Responsibilities

We recognise that all members of our community have rights and responsibilities.

<p><b>UDENTS you have the right to:</b></p> <ul style="list-style-type: none"><li>● Learn without being disrupted</li><li>● Be listened to</li><li>● Work and play in a safe, friendly and clean environment</li><li>● Be treated with respect, courtesy and honesty</li><li>● Be able to report to someone if you don't feel safe.</li></ul>	<p><b>UDENTS you have the responsibility to:</b></p> <ul style="list-style-type: none"><li>● Be considerate and respectful to others by not:<ul style="list-style-type: none"><li>- Disrupting their learning</li><li>- Fighting</li><li>- Using inappropriate words or comments</li><li>- Excluding them</li></ul></li><li>● Be prepared and punctual for class</li><li>● Show respect for your own and for other people's property</li><li>● Wear your uniform with pride</li><li>● Play safely and obey safety instructions.</li><li>● Work to the best of your ability</li></ul>
<p><b>PARENTS have the right to:</b></p> <ul style="list-style-type: none"><li>● Be treated with respect, courtesy and honesty</li><li>● Be listened to</li><li>● Be informed about their child's progress and behaviour</li><li>● Expect their child to participate fully in their educational program</li><li>● Communicate issues related to their child in an appropriate forum, at an appropriate time</li><li>● Have any personal information treated confidentially and their privacy respected.</li></ul>	<p><b>PARENTS you have the responsibility to:</b></p> <ul style="list-style-type: none"><li>● Treat all members of our school community (including staff members and children) with respect, courtesy and honesty</li><li>● Ensure open channels of communication between the home and school</li><li>● Support your child's learning program at home by ensuring homework is completed to a satisfactory standard</li><li>● Ensure your child attends school regularly, arrives at school on time and is collected at the end of school on time</li><li>● Support the school's pastoral care program by acknowledging and working in partnership with the school (when your child has behaved inappropriately or affirming them for positive cooperative behaviour)</li><li>● Follows the school's processes and procedures to ensure the safety of all in the school community.</li></ul> <p>also to the <b>TCEO Parent Code of Conduct</b></p>

<p><b>AFF have the right to:</b></p> <ul style="list-style-type: none"> <li>● Teach without being disrupted</li> <li>● Work in a clean, safe environment</li> <li>● Be treated with respect, courtesy and honesty</li> <li>● Be supported by the whole school community</li> <li>● Be supported by parents, principal and the school community in their teaching</li> <li>● Establish appropriate rules and procedures for the benefit of their students.</li> </ul>	<p><b>AFF you have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>● Treat others with respect, courtesy and honesty</li> <li>● Support the school's ethos, policies and procedures</li> <li>● Communicate effectively and respectfully with other staff, students and parents.</li> <li>● Be punctual and thoroughly prepared to maximize learning for all students.</li> <li>● Deal effectively with students whose behaviour disrupts the learning of others</li> <li>● Implement, follow and review a classroom management plan that aligns with school Pastoral Care Policy and includes rules, rewards and consequences for behaviour.</li> </ul> <p>also to the <b>TCEO Staff Code of Conduct</b></p>
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**CLASSROOM: All teachers, both classroom and specialist should have a set of classroom rules that:**

- Are short, positive, observable
- Are easily understood by students
- Are positive to draw attention to appropriate behaviours rather than, highlighting inappropriate behaviours.
- Have been discussed with students
- Displayed in the classroom where students can read them
- Are referred to when
  - Setting expectations
  - Students are demonstrating appropriate behaviour
  - Correcting inappropriate behaviour

### Consequences for positive behaviour

**CLASSROOM: Teachers need to have a clear set of consequences for positive behaviour and discuss these with students. These could include:**

- Praise, both verbal and non-verbal
- Stickers, stamps
- Points, eg Dojo system
- Fun time
- Whole school awards

## WHOLE SCHOOL:

- **YCDI Slips:** At the end of each day the classroom teacher might award a number of YCDI slips to students who have demonstrated appropriate or improved behaviour. When awarding the slips, the teacher will record the child's name on the school's Compass Chronicle system.
- **YCDI Award:** When a student has acquired ten YCDI Slips (P – 2) and seven YCDI Slips (Year 3 – 6) they will be eligible to receive a YCDI Award at the next School Assembly.
- **Star Students** will also be presented at weekly assemblies.

## Consequences for unacceptable behaviour

**CLASSROOM: Each classroom needs to have a clear set of consequences for unacceptable behaviour which is a component of the classroom behaviour management plan. These may include:**

- Verbal and non-verbal reminders
- Warnings
- Time-out in class
- Reflection sheet
- Letter or call to parents
- Sent to Principal

Teachers should teach and use **logical consequences** to address behavioural problems. A logical consequence is a powerful way of responding to children's misbehaviour that is not only effective in stopping the behaviour but is respectful of children and helps them to take responsibility for their actions. It is:

- Related to the behaviour
- Respectful of all parties
- Reasonable expectations
- Relationship building

## You Can Do It 5 Keys to Success

### Confidence

Confidence requires that young people not be overly concerned with what others think if they make a mistake. Confidence is revealed when young people are not afraid to fail and are happy to meet someone new. Confidence involves young people having trust in themselves and believing that they will probably be successful in the end. Confident young people stand up straight, look people in the eye, and speak clearly and with a firm tone of voice.



Connie Confidence



Pete Persistence

### Persistence

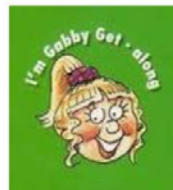
Persistence is revealed when young people try hard when doing schoolwork they find frustrating and do not feel like doing, and finish their work on time. Young people who keep trying to complete an assignment rather than becoming distracted, and those who elect to play after they've done their work, demonstrate motivation and can be described as being persistent.

### Organisation

Organisation is revealed when young people keep track of their assignments, schedule their time effectively, and set goals for how well they want to do in specific areas of their schoolwork and in other endeavours. Organisation also means having in hand all materials needed to do schoolwork and having a system for storing previously learned material.



Oscar Organisation



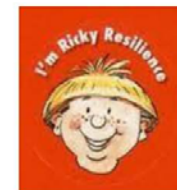
Gabby Get-along

### Getting Along

Getting along is revealed when young people make friends easily, work cooperatively with each other, resolve conflicts by discussion rather than fights, manage their anger, show tolerance, and follow class rules, including making responsible choices so that everyone's rights are protected and volunteer for community service.

### Resilience

Emotional resilience is shown when young people are able to stop themselves from getting extremely angry, down, or worried when something "bad" happens. Emotional resilience also means being able to calm down, feel better when overly upset, and bounce back from adversity.



Ricky Resilience

## Responsible Behaviour Plan

Confidence – Persistence – Organisation – Getting Along – Resilience	CONSEQUENCES
<p>THESE INCLUDE, BUT ARE NOT LIMITED TO:</p> <ul style="list-style-type: none"> <li>● <i>Not listening or following instructions</i></li> <li>● <i>Calling out and interrupting</i></li> <li>● <i>Being unkind and excluding others</i></li> <li>● <i>Unhealthy or inappropriate toilet habits</i></li> <li>● <i>Not playing safely and fairly</i></li> <li>● <i>Not attempting to complete work</i></li> <li>● <i>Accidental Swearing</i></li> <li>● <i>Being unprepared or unorganised for lessons</i></li> <li>● <i>Failure to use manners</i></li> <li>● <i>Not sitting properly or as requested</i></li> <li>● <i>Inappropriate eating behaviours</i></li> <li>● <i>Leaving school grounds without permission to get ball</i></li> <li>● <i>Running on the concrete</i></li> </ul>	<p>CHILD WILL RECEIVE TWO WARNINGS. FOLLOWING THE WARNINGS, THE CONSEQUENCES WILL INCLUDE;</p> <p>me:</p> <ul style="list-style-type: none"> <li>● Time out</li> <li>● Written or verbal apology</li> </ul> <p>ne:</p> <ul style="list-style-type: none"> <li>● Walk with Teacher</li> <li>● Picking up rubbish / community service</li> <li>● Time out</li> </ul> <div style="text-align: right; font-weight: bold; font-size: 1.2em;">LEV</div>
<b>Teachers to follow up on incident and incident documented (Compass)</b>	
<b>PERSISTENT LEVEL 1 BEHAVIOUR MOVES TO LEVEL 2</b>	
<p>THESE INCLUDE, BUT ARE NOT LIMITED TO:</p> <ul style="list-style-type: none"> <li>● <i>Consistently not listening, calling out and being disruptive</i></li> <li>● <i>Consistent lack of organisation</i></li> <li>● <i>Refusing to work/participate after correction</i></li> <li>● <i>Regularly putting down others</i></li> <li>● <i>Minor misuse of ICT</i></li> <li>● <i>Accidental/Intentional Swearing</i></li> <li>● <i>Purposefully and regularly ruining others' games and breaking the rules</i></li> <li>● <i>Stealing food</i></li> <li>● <i>Extreme unhygienic toilet behaviour</i></li> <li>● <i>Throwing objects at others</i></li> <li>● <i>Going to bus before it has stopped</i></li> <li>● <i>Repeated request not to jump on seat</i></li> <li>● <i>Throwing things in toilet/damaging property</i></li> </ul>	<p>CHILD WILL RECEIVE TWO WARNINGS. FOLLOWING THE WARNINGS, THE CONSEQUENCES WILL INCLUDE;</p> <p>me:</p> <ul style="list-style-type: none"> <li>● Buddy Class</li> <li>● Removal from group activity</li> <li>● Removal of privileges</li> </ul> <p>ne:</p> <ul style="list-style-type: none"> <li>● Removal from playground</li> <li>● Time out in the office for one play time</li> <li>● Removal of privileges</li> </ul> <div style="text-align: right; font-weight: bold; font-size: 1.2em;">LEV</div>
<b>Teachers to follow up on incident and incident documented (Compass). Communication with parent to be made by Classroom Teacher (email via Compass and phone conversation).</b>	
<b>PERSISTENT LEVEL 2 BEHAVIOUR MOVES TO LEVEL 3</b>	
<p>THESE INCLUDE, BUT ARE NOT LIMITED TO:</p> <ul style="list-style-type: none"> <li>● <i>Truancy</i></li> <li>● <i>Running away/exiting school grounds</i></li> <li>● <i>Rude or inappropriate gestures</i></li> <li>● <i>Inappropriate/improper use of ICTs</i></li> <li>● <i>Using equipment to hurt/offend someone</i></li> <li>● <i>Physically hurting someone</i></li> <li>● <i>Bullying</i></li> <li>● <i>Defiant behaviour</i></li> <li>● <i>Fighting</i></li> <li>● <i>Swearing/racial/rude comments</i></li> <li>● <i>Vandalism - Deliberately breaking/damaging property or equipment</i></li> <li>● <i>Refusal to follow staff directions</i></li> <li>● <i>Intentional hurting of people with words or actions</i></li> </ul>	<p>TWO ATTEMPTS TO MODIFY BEHAVIOUR VIA BUDDY CLASS, THE CONSEQUENCES WILL INCLUDE;</p> <p>and Play time:</p> <ul style="list-style-type: none"> <li>● Reflection Room (completion of think sheet with the Principal)</li> <li>● Not invited to one session of Mary's Marvellous Big Day Out</li> </ul> <div style="text-align: right; font-weight: bold; font-size: 1.2em;">L</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Serious and or repeated misbehaviour will be managed by the Principal and may include internal / external suspension as a consequence.</p> </div>
<b>Teachers and Principal to follow up on incident and incident documented (Compass). Communication with parent to be made by Principal (email via Compass and phone conversation).</b>	

# Thumbs Down Chart



<b>Level 1</b>	<p>Time:</p> <ul style="list-style-type: none"> <li>• Time out</li> <li>• Written or verbal apology</li> </ul> <p>Time:</p> <ul style="list-style-type: none"> <li>• Walk with Teacher</li> <li>• Picking up rubbish / community service</li> <li>• Time out</li> </ul> <p># Two Level 1 behaviours will progress a child onto Level 2</p>	
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<b>Level 2</b>	<p>Time:</p> <ul style="list-style-type: none"> <li>• Buddy Class</li> <li>• Removal from group activity</li> <li>• Removal of privileges</li> </ul> <p>Time:</p> <ul style="list-style-type: none"> <li>• Removal from playground</li> <li>• Time out in the office for one play time</li> <li>• Removal of privileges</li> </ul> <p># Two Level 2 behaviours will progress a child onto Level 3</p>	
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<b>Level 3</b>	<p>and Play time:</p> <ul style="list-style-type: none"> <li>• Reflection Room (completion of think sheet with the Principal)</li> <li>• Not invited to one session of Mary's Marvellous Big Day Out</li> </ul> <p>When a child has reached Level 3, the process could be repeated three times resulting in missing out on the entire "Mary's Marvellous Big Day Out".</p>	
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# Thumbs Up Chart




Level 3	<p>Term:</p> <ul style="list-style-type: none"> <li>Attend Mary’s Marvellous Big Day Out for all three sessions</li> <li>Star Student (Gold, Silver and Bronze Awards) presented publicly at end of Term Parade</li> </ul>	
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Level 2	<p>Weekly:</p> <ul style="list-style-type: none"> <li>Student of the Week Awards (Classroom Teacher) based on learning – presented publicly at weekly Parade</li> <li>YCDI Principal Awards – Based on the keys to success (behaviour) – presented publicly at weekly parade</li> <li>Focus on one key to success each week across the school</li> <li>Participate in “Funtastic Friday” (rewarding positive behaviour)</li> </ul>	
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Level 1	<ul style="list-style-type: none"> <li>Accumulate 1 point per You Can Do It (YCDI) token</li> <li>Prep – 2 (10 tokens) and 3 – 6 (7 tokens) – this will then generate a YCDI award to be presented on Parade</li> <li>Class time rewards based on individual Teacher’s behaviour management systems</li> </ul>	
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## Bullying

### DEFINITION

The national definition of bullying for Australian schools says:

***Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.***

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no [power imbalance](#))
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.



### Managing a Bullying Incident – teachers

In many cases bullying is reported by either the parent or the student who is the target. Teachers who become aware of a bullying matter must respond by:

1. Removing child/ren from harm and attend to them if required.
2. Listening carefully and making a decision about whether this is an incident of bullying (check definition).
3. Assessing the level of seriousness before beginning the anti-bullying process. If it involves physical injury, physical bullying, serious damage to property or repeated bullying behaviour, then the student must be sent to the Principal immediately.
4. If it is deemed not serious, discussing the child's feelings and possible options to deal with the bullying.
5. Stating the school's stance of not tolerating bullying.
6. Focusing on helping all children involved.
7. Consulting with the Assistant Principal and/or Principal if necessary.
8. Monitor the situation for reoccurrences.
9. Where necessary, speak to the class without using any names, e.g. class meeting.

## **Managing a Bullying Incident – Admin Team**

### ***Either the Principal or APRE will:***

1. Assess incidents in view of severity and history.
2. Decide on appropriate consequences for serious incidents. These may involve the following:
  - Contacting parents to inform of incident and consequences.
  - Detention/community service – (examine making amends e.g. apology letter, payback damages...)
  - In-school suspension (different recess and lunch arrangements for a half to 2 days)
  - Loss of privileges
  - Out of school suspension or other appropriate action

# You Can Do It:

## Whole School Focus 2019

Week	Term 1	Term 2	Term 3	Term 4
1	Confidence	Confidence	Confidence	Confidence
2	Persistence	Persistence	Persistence	Persistence
3	Organisation	Organisation	Organisation	Organisation
4	Getting Along	Getting Along	Getting Along	Getting Along
5	Resilience	Resilience	Resilience	Resilience
6	Confidence	Confidence	Confidence	Confidence
7	Persistence	Persistence	Persistence	Persistence
8	Organisation	Organisation	Organisation	Organisation
9	Getting Along	Getting Along	Getting Along	Getting Along
10	Resilience	Resilience	Resilience	Resilience