INTRODUCTION

Pastoral Care at St John’s Narraweena is based firmly on the Christian Vision as expressed in the following statements, which we have adopted from the Diocesan Schools’ Board 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. In Jesus we see God's paramount expression of love, compassion, reconciliation and justice. In Jesus we experience God as a caring shepherd who is faithful to the flock, who knows them intimately, who frees and saves.

Jesus demonstrates by his own life what we have been created to be — fully human, fully alive and able to participate in the life and love of God. It is this vision of human life which the Catholic school communities of the Diocese of Broken Bay seek to embrace and emulate in their approaches to pastoral care.

... 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.

As an agent in the mission and ministry of the Church, the Catholic school aims to offer to all a vision and experience of learning that is an exercise of love (cf, The Catholic School on the Threshold of the Third Millennium, n15). In a community that provides a strong sense of wellbeing, belonging and security, students are given every opportunity to be affirmed in their dignity and worth, confirmed in their personhood, and assisted to grow to the fullness of their potential. Likewise, the dignity of parents and their noble place as prime educators of their children is respected and affirmed.

... 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. It endeavours to provide to all the experience of high quality interpersonal relationships of care and support. Thus each member is both a provider and recipient of Pastoral Care.

\ldots\textit{is a force for healing, reconciliation and liberation}

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.

A Catholic school community immersed in the Gospel of Jesus and filled with his Spirit is committed to the values of compassion, tolerance, forgiveness and reconciliation. Pastoral Care supports and provides a context for the growth and expression of these values in all aspects of the school's life.

\ldots\textit{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)

The pursuit of justice for individuals and communities has long being a core focus of the mission and ministry of the Church. Pastoral Care in our Catholic schools endeavours to uphold and sustain policies and practices that foster the values of mutual respect, responsibility and service within the community. A commitment to democratic processes, co-operation and concern for the common good are principles that students are progressively encouraged to emulate in their relationships with others.

A school community needs to respond with increasing sensitivity to the social and cultural diversity of its members. It is in and through Pastoral Care than much can be done to promote respect and to support such things as diverse family structures, different ways of giving expression to Christian faith, and awareness of cross-cultural issues. School policies and practices must be respectful of the dignity, rights and fundamental freedoms of individual students and must provide learning opportunities for individual students which are responsive to their unique needs for growth and fulfilment.
POSITIVE BEHAVIOUR SUPPORT

AIM

To provide, in partnership with parents, an environment where children’s self-discipline develops through the modelling of strength and gentleness; the development of positive relationships and the recognition of positive behaviour. This policy relates to all stakeholders of our community – parents, teachers, children and visitors.

RATIONALE

Behaviour management should lead towards the development of self discipline in students. True discipline cannot be imposed. It must come from within and ought to be sought through love and kindness.

“We are here to be a sign of God’s love to the World”… Mother Teresa

Learning self discipline is a life long process. It is continuous, developmental, holistic and empowering.

Therefore:

- There is a need for clearly articulated and understood rights, responsibilities, rules and routines for all parties.
- We allow children freedom to act within well defined limits.
- We need to provide effective teaching and learning programs which reinforce and develop positive self-discipline, social skills and self esteem.

Learning self discipline is natural. Children learn self discipline best when they are involved, stimulated and challenged.

Therefore:

- We try to motivate and interest children and ensure that they regularly encounter success in learning and school activities.
- Teachers, parents and students will assist the development of behaviour management through modelling fairness, consistency, co-operation and encouragement.
- Children have an active role in formulating rights, rules, responsibilities and consequences for the classroom and the playground based on the principles of Positive Behaviour Support and Restorative Justice.
Learning self discipline is individual. Children learn self discipline at different rates and have different styles, intelligences and life experiences.

Therefore:

- Sensitivity and alertness leading to early intervention in behaviour breakdown is always preferable.
- Behaviour intervention should be individual and the dignity of the student promoted.
- Consequences of inappropriate behaviour should be fair and individualised and include reflection on the impact of the behaviour on others and strategies for avoiding the behaviour in the future.

Environment impacts on the learning of self discipline. Everyone has the right to a safe, positive and happy environment conducive to learning.

Therefore:

- Creating a classroom and playground environment which promotes a sense of belonging, effective learning and an atmosphere of peace.
- Parents, children and teachers need to work co-operatively in promoting positive behaviour.
- The home should provide the basis for establishing acceptable behaviour and discipline within the school.
- Corporal punishment is seen as incompatible with this school’s Christian philosophy.
- We encourage personal mutual relationships of trust.
- We provide care and support for children experiencing difficulties with learning and promote self esteem and encourage positive behaviour.

Our three key beliefs on the implementation of Positive Behaviour Support are:

**Positive Relationships**

We believe that Positive Behaviour Management is based on developing positive relationships between all members of our community.

**Team Approach**

We believe that Positive Behaviour Management is most effective when implemented as a whole-school approach and when teachers feel supported by others.

**Rules and Consistency**

We believe that Positive Behaviour Management is developed through positive and well-known rules, clear expectations and consistent implementation of rules and consequences.
As a school community in the Broken Bay Diocese we are committed to building positive relationships. From a Catholic worldview these are experienced through hope-filled and evolving relationships with:

- God
- Self
- Others
- Creation

At St John’s we commend and recognise persons for showing Strength and Gentleness through the six Core Values which underpin our Positive Behaviour Support and our use of Restorative Justice.

**Justice**
“He has chosen me to bring Good News to the poor” (Lk 4:18)

We will act with integrity and believe that everyone has the right to be treated fairly. We will:
- be fair in work and play
- act in accordance with our beliefs
- stand up for what is right
- take turns and be patient
- be honest
- speak out when things are unfair
- be inclusive regardless of differences

**Respect**
“So God created human beings, making them to be like himself.” (Gen 1:27)

We will acknowledge the sacredness of each individual and value their uniqueness. We will:
- acknowledge the differences and beliefs of others
- listen to others
- show appreciation of the talents and gifts of others
- speak in a polite tone to others
- choose appropriate language at all times
- accept the strengths of difference and diversity

**Compassion**
“Our God is merciful and tender.” (Lk 1:78)

We will accept people as they are, and display kindness and sensitivity to them.
- consider the needs of others
- act with sensitivity and kindness
- pray for others in need
- include others in work and play
**Hope**

“There is nothing in all Creation that will ever be able to separate us from the love of God”  
(Rom 8:39)

We will be positive and encouraging in our interactions and display optimism and resilience. We will:

- encourage others
- persist in personal and communal tasks
- show resilience and optimism
- believe we can make a difference to our own lives and the lives of others
- forgive others and accept forgiveness
- accept mistakes as a part of our experience and growth
- trust that God has a future in store for us beyond our knowing

**Service**

“I have set an example for you so that you will do just what I have done for you”  
(Jn 13:15)

We will reach out with compassion and respect the dignity of all. We will:

- recognise the needs of others
- offer assistance to others
- support learning that challenges and inspires individuals
- comfort those in need
- take positive action to improve our world
- appreciate and care for the environment

**Celebration**

“I have come in order that you may have life – life in all its fullness”  
(John 10:10)

We will rejoice in the gifts, efforts and achievements of self and others. We will:

- recognise the achievements of others
- see the good in others
- make positive comments to others
- rejoice in the sacredness of every day life
- foster a sense of openness and wonder in self and others
Our school community encourages, affirms, recognises and celebrates the whole development of the individual

- in the classroom,
- the whole school and
- through special programs

For example, as a class or whole school we encourage, affirm, recognise and celebrate the whole development of the individual by

- Smiling
- Giving verbal praise
- Making general comments of encouragement or affirmation
- Using positive stickers
- Class reward systems (Star of the Week, Class Champion)
- Giving children appropriate attention
- Displaying children’s work
- Sharing group work with the whole class
- Praising individual children’s efforts

As a whole school we encourage, affirm, recognise and celebrate the whole development of the individual by

- Displaying the children’s work in the library and foyer
- Presenting awards and certificates at assembly (including peer awards)
- Giving praise from other children
- Providing a wide variety of opportunities for children to express their talents and abilities, eg. Chess, Talent Quest, Art Show, debating, basketball, Writing Competitions, Book Week, Catholic Schools Week., Public Speaking Competition, Choir, School Band, Showcase, school musicals.
- Encouraging children to share their ideas and feelings during class meetings
- The Principal visiting classes

We encourage, affirm, recognise and celebrate the whole development of the individual through our special programs such as

- Seasons for Growth
- Student Representative Council
- P&F Meetings
- School Board
- Reading Tutors
- Individualised programs
- the Buddy System
- Peer Support
- School Counsellor
- Behaviour Management Team.
- Social Justice team

Policy Developed: 2005
Policy Reviewed: 2010
To be reviewed: 2013

Mark Bateman - Principal (2011)
Appendix 1
How we show Strength and Gentleness at St John’s

We have six School Rules which guide our behaviour at St Johns. These rules apply to all members of our community – students, teachers, parents and visitors.

This means we:

Be Kind
- Show courtesy to everyone
- Take care of one another
- Consider the feelings of others

Be Safe
- Use all equipment safely
- Play safely without fighting or causing harm
- Share the playground equipment and stay within boundaries
- Move safely around the school

Be Respectful
- Treat others and their property with respect
- Never cause others to feel embarrassed or threatened
- Respect each other’s learning environment
- Respect and welcome visitors
- Dress neatly in school uniform

Be Responsible
- Take responsibility for our actions
- Take care of the buildings, equipment, furniture and playground
- Keep everything clean and tidy
- Participate actively in recycling programs
- Look after our belongings

Be A Good Learner
- Do our best!
- Create a positive learning atmosphere
- Participate fully

Be Honest
- Tell the truth
- Respect the belongings of others

Class rules are formulated by each class in Term 1 each year based on these six rules.

Each child will be expected to follow the rules to the best of their ability. When a student is unable to or chooses not to follow the School Rules, this might stop the student or others from learning or enjoying school. The student might even harm himself, herself, or others. This is called a serious breach of our rules. When this happens the Principal and staff must take action to protect the rights of the students involved. When a serious breach continues to happen, the Principal and other stakeholders must work together to provide a safe environment for all concerned. The procedures that should be followed are outlined in our document called Consequences, which follows:
## Appendix 2 - Discipline

### CONSEQUENCES

Consequences are what happens as a result of behaviour. Consequences can be positive or negative depending on the type of behaviour. Consequences should be fair, predictable and certain to happen. They should be related to the rule that has been broken. The Restorative Justice Process underlines these consequences and the following questions (or simplified versions) relate at all stages:

- **What happened?**
- **How did it happen?**
- **How did you act in this incident?**
- **Who was affected?**
- **How were they affected?**
- **How were you affected?**
- **What needs to happen to make things right??**
- **If the same thing happens again, how could you behave differently??**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 5</th>
<th>Step 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
<td>Alert student</td>
<td>Caution student</td>
<td>Teacher/student/ parents develop a program</td>
<td>Call on external assistance</td>
<td>Follow-up to external assistance</td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td>To refocus, to return to the appropriate activity, to make the student aware that the behaviour is inappropriate and the effects of the behaviour.</td>
<td>To stop the disruptive behaviour.</td>
<td>To assist the student to modify unacceptable behaviour.</td>
<td>To set up a support group to manage concerns about student behaviour.</td>
<td>To monitor and follow up formal action plan.</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>When student’s behaviour is disruptive, or school rules are being broken.</td>
<td>When appropriate behaviour continues.</td>
<td>When student’s behaviour continues to intrude upon teaching and learning time, or school rules continue to be broken.</td>
<td>When student’s behaviour intrudes upon teaching and learning time beyond manageable limits, school rules being broken which threaten the safety or dignity of others, harassment or bullying. This is a <strong>serious breach</strong>.</td>
<td>At regular intervals after action plan has been implemented.</td>
</tr>
<tr>
<td><strong>How</strong></td>
<td>Ask student to return to what he/she is supposed to be doing. Student makes restitution.</td>
<td>Relocate student within classroom. Student makes restitution.</td>
<td>Restitution, by negotiating a reward system, through use of a communications book with parents, by making a contract between teacher and student.</td>
<td>Parents, senior staff members and external support bodies assist the teacher and student to develop a plan of action to manage student behaviour.</td>
<td>Through a series of support group meetings involving all members in Step 4.</td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td>Student Teacher</td>
<td>Other affected parties</td>
<td>Student Teacher Parents</td>
<td>Student Teacher Parents Principal External Consultants*</td>
<td>Student Teacher Parents Principal External Consultants.</td>
</tr>
</tbody>
</table>

*Behaviour Management Team, Special Needs Teachers, School Counsellor*
### MAJOR DISCIPLINARY SANCTIONS

Major Disciplinary Sanctions are last resort actions which are only invoked with due process in the event of serious breaches of school discipline policy. These sanctions are not to be confused with routine disciplinary sanctions such as 'time-out' from class.

<table>
<thead>
<tr>
<th>Step 7</th>
<th>Step 8</th>
<th>Step 9</th>
<th>Step 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
<td>Suspension Procedures</td>
<td>Suspension pending negotiated transfer</td>
<td>Negotiated Transfer</td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td>Action plan has failed to modify seriously disruptive student behaviour</td>
<td>Suspension procedures have not modified student behaviour</td>
<td>Negotiations are complete and suspension period is over</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>When all of the above steps have been unsuccessful. A serious breach has occurred.</td>
<td>When all internal and external resources available to the school have been unsuccessful in modifying student behaviour. A serious breach has occurred.</td>
<td>Negotiations with alternative location, parents and students are successful. A serious breach has occurred.</td>
</tr>
<tr>
<td><strong>How</strong></td>
<td>The student’s right to attend the school is withdrawn for a temporary time. Appropriate activities to be undertaken by the student to modify behaviour.</td>
<td>Through consultation and research of alternative locations and environments. Consultation between staff and parents to determine optimal re-location.</td>
<td>Re-enrolment at new location. Where appropriate, offer assistance to student/family to ensure positive re-location.</td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td>Student, Teacher, Parents, Schools Consultant, Parish Priest, Principal</td>
<td>Student, Teacher, Parents, Schools Consultant, Parish Priest, Principal</td>
<td>Student, Teacher, Parents, Schools Consultant, Parish Priest, Principal</td>
</tr>
</tbody>
</table>
Appendix 3

Be kind

Be safe

Be respectful

Be responsible

Be a good learner

Be honest
Appendix 4

Behaviour Report

My name is: ___________________________________

I am in ____________________  Today’s date is: _______________
(class)

1. What happened?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

2. How did it happen?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

3. What was your part in it?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

4. Who do you think was affected?

__________________________________________________________________

__________________________________________________________________

5. How were they affected?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

6. How were you affected?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

7. What needs to happen to make things right?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

8. If the same situation happens again, how could you behave differently?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

1 2 3 4 5 6 7 8 9 10

mild very serious

Pastoral Care Policy – 2010
Appendix 5

Behaviour Report

My name is: _____________________________________

I am in ______________________       Today’s date is: _________________

(class)

1. What happened?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. Why did it happen?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3. What needs to happen now to make things right?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________