



SACRED HEART PRIMARY SCHOOL

WELFARE POLICY

Contains the following Information:

Rationale

Pastoral Care

Integration and Practice across the Curriculum

Behaviour Management

Expectations

Rights and Responsibilities

Behavioural Procedure

Bullying Policy



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RATIONALE

Sacred Heart School is a place where the relationships between parents, staff, clergy and parish community are seen in the context of a Christian environment where the gospel values are displayed and there is justice for all.

'The Catholic school is committed to the development of the whole person, since in Christ, the perfect person, all human values find their fulfilment and unity.

(Catholic Schools, par 35)

Sacred Heart Primary School is committed to the development of the whole person: body, spirit, heart and mind.

We aim to establish a community of care through:

- Welcoming and including students and their families
- Respecting the dignity and the uniqueness of each student
- Providing a safe, secure and stimulating environment conducive to learning
- Ensuring fairness and justice within appropriate discipline structures
- Promoting self-esteem and critical thinking in students

(Diocese of Wagga Wagga Vision/Mission)

We recognise that the ministry of each member of the school community contributes to the development of our Learning Community, which is underpinned by our Pastoral Care Practice.

We believe that the school community has a role to play in assisting children to:

- become responsible, contributing members of society

We believe in:

- respect for others, acceptance, co-operation, trust and a sense of responsibility
- communication, high expectations and explicit teaching of expected behaviours and self responsibility for our actions and choices
- the rights and responsibilities of all stake holders
- agreed guidelines, clear expectations, consistent approaches and fair behaviour management
- worthwhile relationships, valuing other people and respecting their differences
- shared concern for all staff pupils, parents and the wider community



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PASTORAL CARE POLICY

The Sacred Heart Community believes that Pastoral Care is a life-giving focus that is a response to each person's needs of self esteem, positive discipline, effective learning, purpose in life, moral and personal development, experienced within the ethos of a gospel-based community.

“Pastoral Care is central to the ethos and identity of a Catholic school and it is essential that pastoral care for students be given a high priority. The role of schools as an educational institution is to encourage excellence, the pursuit of learning and the care of all individual students. The primary purpose of schools is to promote the full physical, social, intellectual emotional and spiritual development of the students.

Pastoral care is based on a deep respect for the dignity and uniqueness of the individual person as we are all made in the image of God (*Genesis 1:27*). The Catholic School, by providing a strong sense of wellbeing, belonging and security, that affirms students in their dignity and worth, assists students to achieve their full potential.”

p.6 "Guidelines for Pastoral Care in Catholic Schools"

BELIEF STATEMENT

We believe that **PASTORAL CARE**

- is living the Gospel message “Love one another” Jn 13.34
- creates and fosters an environment where Christ-like values permeate the school community
- is a responsibility for all – staff, pupils, parents, Parish Priest and the wider community
- is the concern that we, as a school and as individuals, have for the development of the person to reach their full potential – social, emotional, spiritual, intellectual and physical
- is aimed at acknowledging and responding to each individual in the school community
- is congruent with clear, consistent and just discipline practices
- should always be congruent with a basic value of respect for the dignity of the individual



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As a Learning Community, we aim to develop self responsibility and self discipline within each individual.



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INTEGRATION & PRACTICE ACROSS THE CURRICULUM

To enhance our beliefs, school practices may include:-

- Masses/Liturgies- these may be class or whole school.
- Buddy System: This involves new kinder students and Year 5 students. Each new Kindergarten child has a buddy from Year 5/6 who watches over the child when they start school and participates in activities with them.
- Assemblies – birthdays, class items, recognition of student achievement via merit awards
- Social functions – whole school activities – new family nights
- Staff acknowledge and celebrate birthdays and other special occasions together
- Provision of extra curricular program – Drama – Tournament of Minds – chess - Sport Opportunities
- Class Parent Representatives – make contact with new families – organise social events, support grieving families or those experiencing hardship
- Celebrations with families
- Visitations and support from Parish Priest
- Merit Awards
- Prayer opportunities / Prayer intentions
- Norm setting and on-going review
- Leadership team – students
- Regular communication e.g. phone calls, newsletter, informal and formal teacher and parent meetings
- Behaviour management plans
- Relevant school & class programs
- Access to support agencies for school community members eg Centacare



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- Bullying units – peer monitoring/mediation – why are people bullying/helping them – being able to discern when to seek help. We adopt and implement CSO Anti-Bullying Policy.
- “You Can Do It” Program
- Making Jesus Real
- Health Program
- Student Council – all children from Year 2-6 have the opportunity to be elected.
- Playground options
- Teaching of Expected Behaviours e.g. entry into classroom
- Classroom/Playground norming – Student Rights and Responsibilities
- School counsellor
- Clear understanding of choices/consequences - children knowing language
- Consistent/Cyclical/Revisited
- Personal Safety – PD/H/PE
- Truthfulness creates opportunities for forgiving and growing
- Social Skills Group

PD/H/P.E. – Scope and Sequence to be established across the grades to encompass many of these suggested programs

AWARDS

Merit Awards given at assemblies to recognise positive behaviour and application by students

Support Services: School Counsellor Well Being Person, Special Needs Consultant

Access/Referral: Support services from the CSO and other organisations can be accessed through collaboration with the classroom teacher, special needs coordinator, principal and parents. It is the responsibility of individual class teachers and the special needs coordinator to



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program and implement individual plans for students in consultation with parents and CSO support staff. e.g. behaviour plans, language classes

BEHAVIOUR MANAGEMENT

It is the responsibility of each teacher to establish Classroom Norms and Consequences in co-operation with the students. Classroom consequences are agreed, logical, clear and appropriate. As a guide, class rules may encompass the following:

- Communication eg. 'talking rule'; hands up; working noise
- Learning eg. on task expectation; how to ask for help
- Movement eg. in and around the room; lining up; chairs
- Treatment eg. the way we treat one another; property; furniture
- Problem Solving eg. the way we 'fix up' problems with others
- Safety eg. use of equipment; safe behaviour.

The Principal is involved in dealing with inappropriate behaviour which is repeated, illegal, dangerous or totally unacceptable. The school does not hesitate to contact parents when behaviour and discipline issues arise at this level. Parent support makes a difference. Parents will be called immediately to 'Take Home' their child if a student reaches the suspension or exclusion level of the discipline policies

EXPECTATIONS

Expectations of Students

As part of a Catholic, Christian community students will

OBLIGATIONS

- come to school every day exclusion of sickness or approved leave
- be on time
- not leave school grounds during the day without permission form
- move quickly and quietly around the school during lesson times
- give their parents notes/newsletters sent home by the school and class teacher
- be involved in setting of class norms
- be a responsible learner and allow others to learn



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RESPECT

- treat others fairly and kindly
- be polite and use good manners
- listen to, and follow instructions
- be honest
- respect all members of our school community
- know rules/consequences of behaviour
- be self disciplined
- care for school and other student's property
- be constructive, not negative
- encourage and support others

PRIDE

- always try their best
- wear uniform correctly
- behave appropriately particularly when representing our school
- keep our school tidy

Expectations on the Playground

Each Other

- helping hands not harming hands
- playing safely
- including others in play
- playing fairly
- caring for the environment and equipment
- speaking nicely
- looking out for each other

Teachers will

- keep us safe through careful supervision



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- consistently apply behavioural norms

School will

- provide safe equipment and environment

Expectations of Staff

As part of a Catholic Christian community staff will

- become familiar with and follow Staff Norms Principles & Practices
- contribute to students' moral and social development
- model catholic values in dealing with students
- recognise and affirm positive behaviour
- model appropriate behaviour and self discipline
- be supportive and consistent in implementation of school welfare policy
- be collaborative in implementing school welfare policy
- be professional in discussions of students, parents and other members of staff
- use varied teaching methods and strategies
- listen to all students points of view and try to understand individual problems
- show understanding and control in dealing with classroom misbehaviour
- listen to all sides when dealing with a group of children
- be aware of individual differences and how this may effect their response to given situations
- minimise the risk of discipline problems developing by personal punctuality, careful lesson preparation and use of varied teaching approaches
- ensure a problem is investigated or is referred to someone who can investigate
- make the principal aware of ongoing and/or serious situations or offences



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Expectations of Parents

As part of a Catholic, Christian Community parents will

- Support the school in demonstrating justice, tolerance and forgiveness in dealing with your children's welfare
- Initially contact the child's teacher to discuss a matter of concern at a mutually convenient time
- Discuss with executive staff for further advice/assistance to achieve a satisfactory outcome
- Work in partnership with school in reaching positive options for the child's welfare
- Encourage positive behaviour to enhance meaning learning and quality relationships
- The school should be the first point of contact for in school behavioural issues regarding children parents and teachers
- Assisting child in punctuality and readiness for school
- Ensure regular attendance of the child to enhance learning

RIGHTS AND RESPONSIBILITIES OF ALL

| | |
|-------------------------|---|
| Rights | A right is something that belongs to you and cannot be taken away by anyone |
| Responsibilities | A responsibility is something you should do for others and yourself. |



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It is respecting yourself and the rights of others

| Right | Responsibility |
|--|---|
| <i>I have the right to deepen my faith in our Catholic community</i> | <i>I have the responsibility to respect and help others on their journey to God</i> |
| <i>I have the right to be treated with understanding</i> | <i>I have the responsibility to treat others with understanding</i> |
| <i>I have the right to be treated with respect and politeness</i> | <i>I have the responsibility to respect all stake holders in our community</i> |
| <i>I have the right to expect my property to be safe</i> | <i>I have the responsibility not to steal, damage or destroy the property of others</i> |
| <i>I have the right to have my achievements recognised by the community</i> | <i>I have the responsibility to act in ways that allow the community to recognise and respect school achievements</i> |
| <i>I have the right to a pleasant clean and safe school</i> | <i>I have the responsibility to help maintain a pleasant, clean and safe school</i> |
| <i>I have the right to be helped to learn self discipline</i> | <i>I have the responsibility to learn self discipline</i> |
| <i>I have the right to seek help when enough is enough</i> | <i>I have a responsibility to recognise when my actions are hurting others</i> |
| <i>I have the right to be valued as a person</i> | <i>I have the responsibility through my behaviour to value others</i> |
| <i>I have the right to be helped by others</i> | <i>I have the responsibility to help others</i> |
| <i>I have the right to be myself</i> | <i>I have the responsibility to respect all, and the differences in others</i> |
| <i>I have the right to learn</i> | <i>I have the responsibility to learn to the best of my ability and to let others learn without interruptions</i> |
| <i>I have the right to express my feelings and opinions in a courteous way</i> | <i>I have the responsibility to allow others to express their opinions and feelings in a courteous way</i> |



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BEHAVIOURAL PROCEDURE

To maintain consistency throughout our school we would ask teachers to follow the procedures set out below in dealing with inappropriate behaviour in the classroom or playground.

1st Occurrence: **WARNING THAT BEHAVIOUR IS INAPPROPRIATE.** (If possible this may be carried out quietly to the child)

2nd Occurrence: **TIME OUT** (In a suitable position within the classroom or playground)

3rd Occurrence: **EXCLUSION FROM THE ROOM/ PLAYGROUND** (To the Principal's office the child must be accompanied by another child when sent)

EXCLUSION CONSEQUENCES

If there are repeated occurrences of inappropriate behaviour or a serious behaviour breach, in a classroom or on the playground, the child will be directed with another student straight to the Principal. If necessary, the teacher should send for the assistance of the Principal or other staff. Parental notification will be made at the discretion of the Principal.

Sacred Heart Primary School has adopted the Diocese of Wagga Wagga 'Suspension, Exclusion and Expulsion Policy and Procedures' (2007)

UNDER NO CIRCUMSTANCES WILL CORPORAL PUNISHMENT OF ANY KIND BE ADMINISTERED TOWARDS ANY CHILD AT SACRED HEART PRIMARY SCHOOL.



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BULLYING AND TEASING

There are countless definitions of bullying but all definitions include these parameters:

Bullying:

- Is repetitive - prolonged over time
- Involves an imbalance of power
- May be verbal, physical, social or psychological
- May be an attitude rather than an "action".

Examples of Bullying

- Name-calling
- Hitting, punching or kicking
- Threatening
- Sending hurtful notes
- Deliberately ignoring or excluding
- Teasing
- Rumour / Scandal mongering
- Interfering with the property of others
- Sexual innuendo and harassment

Strategies that will be used at Sacred Heart to deter bullies

- Active supervision by staff.
- Professional Development programmes for teachers.
- Awareness raising exercises in the curriculum about the impact of bullying and conflict resolution through PDHPE Syllabus.
- Small group and individual counselling of victims of bullying.
- Counselling of children who bully others and encouragement for them to change their behaviour.
- Social Skills groups
- Peer Support Modules
- Visual aids outlining appropriate behaviours.



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- Workshops/performances which raise awareness of the impact of bullying and conflict resolution.

Objectives of our Policy

All strategies are based on the Catholic notion of Reconciliation and Growth.

- To raise awareness among staff, students and parents about bullying.
- To reduce the amount of bullying that occurs at Sacred Heart Primary.
- To assist students to resolve conflicts and differences without bullying.
- To create a school environment where all students and staff feel safe and welcome.
- To create a climate where it is okay to talk about bullying to people who can help, i.e.: parents, teachers, and older students.

Information for Parents

If your child reports being teased, intimidated or threatened (verbally or physically), treat the concern seriously. Children's perspectives are very different from adults. What adults perceive as minor incidents may be very distressing for children.

Encourage your child to talk about how she / he is feeling about the situation. Remind your child that nothing is so awful that we can't talk with someone about it.

Please contact your child's Teacher if you detect any signs of unhappiness in your child or if you are concerned about aggressive, intimidating or anti-social behaviour that your child is exhibiting.

Please be assured that the matter will be dealt with in a sensitive and caring manner. The school is anxious to support families.

For information on bullying, a range of brochures and pamphlets are available through Centacare.

Sacred Heart Primary adopts and implements the CSO's [Anti Bullying Policy](#).