



Sacred Heart Primary School

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Sacred Heart Primary School

Pastoral Care And Student Management/Wellbeing Policy

The Sacred Heart Student Welfare and Pastoral Care Policy has been developed to be reflective of the relevant Diocesan Policies as outlined on Policy Central for Catholic Education, Diocese of Parramatta. The policy is also reflected in various school based documents and procedures such as our Staff Handbook and Acceptable Use of ICT Agreements.

Sacred Heart Pastoral Care Policy is supported by:

- Sacred Heart Whole School Program
- Personal Development and Health Units throughout the year.
- Sacred Heart Assessment Statement
- Protective Behaviours Units of Study
- School Counselling
- Parents As Educators Programs

This policy has been implemented to address:

- The behaviour management of the majority of students
- The most common inappropriate behaviours

At the discretion of the Principal, in the context of student welfare, action different to that contained in this policy may be taken.

Implementation Date: Term 1, 2017

Review Date: Annually

We all have the right to feel safe at all times and the responsibility to ensure the safety of others.

The Community of Sacred Heart Is Safe and Respectful.

The community of Sacred Heart provides an environment that enhances Gospel values and embraces the diversity of people and cultures. Sacred Heart is committed to fostering the growth and development of each student by developing self-discipline and value based decision-making skills. Thus allowing children to make appropriate choices and to take responsibility for their actions.

Our Student Welfare and Pastoral Care Policy is based upon the principles that lead to Positive Behaviour Support. Positive Behaviour Support (PBS) is a broad range of whole school, group and individual strategies for achieving significant social and learning outcomes while minimising problem behaviours. It is positive, proactive and focuses upon developing solutions and success for all in the learning environment.

While it is a whole school approach it puts the individual at the centre and aims to enhance the relationships within our community of learners. Positive Behaviour Support is underpinned by eight key principles:

1. A common purpose and approach to discipline
2. A clear set of positive expectations and behaviours
3. Procedures for teaching expected behaviour, that align with the Learning Disposition Wheel
4. A continuum of procedures for encouraging expected behaviour
5. A continuum of procedures for discouraging inappropriate behaviours
6. Suspension or exclusion of a student in the event of an extreme incident at school
7. Procedures for ongoing monitoring and evaluation
8. Communication with parents

At Sacred Heart School the principles of procedural fairness underpin:

- The procedures for the management of behaviour in the classroom and on the playground
- The management of bullying in the school and the support we give to the person/s hurt
- The approach to exclusion and suspension of children should we ever have to manage such situations. In these cases, we would involve Catholic Education, Diocese of Parramatta personnel and follow the guidelines for such serious situations found in the Diocesan Policy 'Procedures to be followed in the suspension and expulsion of students from Catholic schools' (revised 2013)

Sacred Heart School provides a safe and supportive environment for all personnel. The following practices are followed:

- Children are accompanied by another child when delivering a message to a staff member.
- Children are accompanied by another child should there be a need to use the toilets during class time.
- Should teachers wish to discuss a matter with a child within the classroom or playground setting, such interviews must be conducted in line of sight of other children or people.
- Should interviews need to be conducted in executive offices, doors are to remain open unless the child's parent is present.
- No child is to be in the school building unsupervised at any time.

Our Pastoral Care and Student Management Statement

Pastoral Care and Student Management is an essential part of the Catholic ethos and is the core of Catholic Education. It is the focal point on which we can evaluate our relationships with each other. At Sacred Heart, Pastoral Care and Student Management is a reflection of the practices and attitudes, which operate in this parish school. Under no circumstances is corporal punishment to be used nor is expulsion permitted.

Our shared commitment.....

- Maintaining a supportive environment, which is inclusive of all its members.
- Promoting clear and open communication within all groups in the school community.
- Developing a climate in which mutual respect is valued, acknowledged and experienced.
- Providing a safe and happy learning environment in which children and staff experience success, are respected and celebrate their talents.
- Celebrating the richness and diversity of each child’s and staff member’s talents, gifts and achievements.

Looks Like	Sounds Like	Feels Like
<ul style="list-style-type: none"> ● People smiling, happy, helping one another. ● People listening to each other Parents being involved ● People cooperating and collaborating with each other. 	<ul style="list-style-type: none"> ● Positive greetings ● Opinions being heard and valued. ● Open and honest communication and feedback ● Successes being shared and learning showcased ● Staff sharing ideas and learning from each other 	<ul style="list-style-type: none"> ● People being nurtured and valued. ● Safe and comfortable ● Positive atmosphere ● Successes being acknowledged

Pastoral Care and Our School's Teaching/Learning Statement

Dimension	Outcomes	Strategies
All members of our community are supported to develop quality relationships	Individuals are respected, valued and encouraged.	<ul style="list-style-type: none"> Individual potential is recognised and nurtured <ul style="list-style-type: none"> Positive encouragement of all Acknowledgment of individuals at assemblies Catholic Values Award & Certificate of Achievement (Class Merits) are given out as positive reinforcement
	There is a broad participation in decision making	<ul style="list-style-type: none"> Parent & Friends Association <ul style="list-style-type: none"> School and Parish Year Six Leadership Team Co-operative planning across grades
	Conflict is resolved constructively	<ul style="list-style-type: none"> Development of positive class/school environment <ul style="list-style-type: none"> Clear conflict resolution processes Use of Pastoral Care /Student Management /Welfare policy
	People working together towards common goals	<ul style="list-style-type: none"> Clear articulation of school goals
Our children are provided with satisfying learning experiences	The needs of individual children are met through various programs	<ul style="list-style-type: none"> Enrolment Interviews focus on data gathering to ensure successful entry to school <ul style="list-style-type: none"> Learning Support Team Reading Recovery Program Personalised Plans Extending Mathematical Understanding Intervention in Early Years & Middle Years <ul style="list-style-type: none"> Literacy and Numeracy Support
	Assessment and reporting strategies that respect the dignity of the individual	<ul style="list-style-type: none"> Communication among teachers <ul style="list-style-type: none"> Accurate and positive reporting Reports which give open and honest communication to parents <ul style="list-style-type: none"> Opportunities for self assessment by children Parent/Teacher Interviews and Student Led Conferences
	Achievements and efforts are recognised and encouraged by all	<ul style="list-style-type: none"> Merit Awards, certificates & Catholic Values Awards given for effort <ul style="list-style-type: none"> Recognition of extra-curricula activities Acknowledgement of community celebrations
	Children demonstrate a love of learning	<ul style="list-style-type: none"> Stimulating presentation of Learning activities Provision of relevant resources including technology <ul style="list-style-type: none"> Learning activities which allow for success Programs which provide intrinsic motivation
	Children are prepared to take risks in their own learning and have agency	<ul style="list-style-type: none"> Scaffolds in place to support student learning Provision of challenging teaching/learning programs
Establish effective care networks	School is a welcoming place where a sense of belonging is promoted	<ul style="list-style-type: none"> Visitors are welcomed by office staff, students and teachers Orientation days/evenings and information sessions provided <ul style="list-style-type: none"> Social events provided to encourage a community atmosphere
	Effective networks between parish and school	<ul style="list-style-type: none"> Promotions and establishment of positive parish and school links Participation in parish and school life, e.g. Masses, fetes etc <ul style="list-style-type: none"> Parish priest involved in school life and visits classes
	Support is provided in times of need/crisis	<ul style="list-style-type: none"> Positive relationships focused on the needs of the children Communication of services available through school via Newsletter, Skoolbag App, Facebook Page, School Website etc
	Quality relationships between children, teachers & parents	<ul style="list-style-type: none"> Peer Support / Buddy Program in place Positive affirmation provided by peers, teachers and parents <ul style="list-style-type: none"> Social Skills programs focused on building positive relationships
	Significant achievements are acknowledged and celebrated	<ul style="list-style-type: none"> Achievements are shared at school assemblies Acknowledgement of achievements in the school newsletter and Facebook Page <ul style="list-style-type: none"> Children and teachers share significant events with their class groups

The Community of Sacred Heart Is Safe and Respectful

The community of Sacred Heart is	Safe	Respectful
Classroom	<ul style="list-style-type: none"> Always walk Use classroom equipment safely Follow the teachers' instructions 	<ul style="list-style-type: none"> Be friendly and polite Speak to teachers and classmates respectfully Look after the school and other people's equipment
Playground	<ul style="list-style-type: none"> Play Safely Keep the playground tidy by throwing rubbish in the bin Wear your hat Hands-off 	<ul style="list-style-type: none"> Play fairly and accept the rules Accept the teacher's decision Respond to the music and bell Put my rubbish in the bin
Toilets	<ul style="list-style-type: none"> Use the toilets appropriately Keep the toilets tidy Always wash your hands 	<ul style="list-style-type: none"> Wait your turn Respect other people's privacy Use the correct toilet
Assemblies	<ul style="list-style-type: none"> Stay in your lines Keep a walkway for people to move 	<ul style="list-style-type: none"> Listen to the teacher/student speaking Respond appropriately to the quiet signal Sing the national anthem with pride Pray respectfully
Stairs and Walkways	<ul style="list-style-type: none"> Always walk and look where you are going Walk each step safely and hold on to the railing Be aware of people around you 	<ul style="list-style-type: none"> Walk on the left side Give way to others on the stairs Be considerate of others during learning time and move quietly
Bag Racks	<ul style="list-style-type: none"> Wait your turn patiently Be careful when getting your bag Keep the bags tidy and off the floor 	<ul style="list-style-type: none"> Pack and unpack your bag quickly Wait your turn Touch only your own bag
Canteen	<ul style="list-style-type: none"> Line up and be patient Buy food only for yourself Follow the canteen rules 	<ul style="list-style-type: none"> Wait your turn Use good manners: please and thank you Make your choices quickly
Library	<ul style="list-style-type: none"> Walk in the Library Put books away in the right place Push the chairs under that table Carry technology equipment carefully 	<ul style="list-style-type: none"> Return your books each week Take care of the books Speak in an appropriate volume Place technology equipment back on charge
Music Room	<ul style="list-style-type: none"> Keep your hands to yourself Use the instruments carefully and put them away appropriately Keep the music room tidy 	<ul style="list-style-type: none"> Listen to the teacher and children Follow all instructions Take turns with the equipment
PE Lessons	<ul style="list-style-type: none"> Keep your hands to yourself Follow the rules of the game Be careful of others Use equipment safely Year Six Leaders distribute sports equipment at recess and lunch times 	<ul style="list-style-type: none"> Be supportive and encouraging of others Listen to the teacher's instructions Show good sportsmanship Share the equipment and give others a 'fair go'
Church	<ul style="list-style-type: none"> Holy Silence is observed Carefully put the kneelers down Be aware of people around you 	<ul style="list-style-type: none"> Participate in Masses and liturgies Sing and say prayers reverently Be a reverent listener

The Community of Sacred Heart Is Safe and Respectful

Therefore it is the responsibility of.....

Students to:

- Respect themselves, other students, staff, parents, property and visitors.
- Greet people by name.
- Speak kindly to others.
- Listen to each other.
- Follow the rules.
- Inform teachers of any concerns/hurts on the day on which they occur.
- Inform parents of any concerns/hurts after informing the teacher.

Teachers/Staff to:

- Engage students as learners in meaningful learning experiences.
- Have open communication with parents, staff and other students.
- Know and implement this policy.
- Develop a positive classroom management plan and supportive strategies.
- Be proactive and step in to prevent a situation becoming bigger.
- Be positive, honest and consistent in behaviour expectations.
- Provide good scaffolds of behaviour and learning
- Act upon observed needs-follow up and follow through.
- Be a good listener to children, parents and other staff.
- Respond to issues raised by the children. (This is most effective when concerns/hurts are reported immediately)

Parents to:

- Communicate to their children that they support and uphold Sacred Heart rules and ethos themselves.
- Know and support this policy.
- Encourage their children to accept responsibility for their actions.
- Encourage their children to speak to teachers/staff as soon as possible to ensure the most effective resolution.
- Not approach any other child or parent regarding a school incident.
- Show respect towards staff, students, other parents and visitors.
- Communicate to school relevant issues relating to their child through the appropriate channels ie Class teacher then Coordinator/Stage Leader then Assistant Principal, then Principal.
- Trust and support the school to deal with issues.

Fostering Student Responsibility by Fostering Values of Importance

Tolerance and Understanding, Respect, Responsibility, Social Justice, Excellence, Care, Inclusion and Trust, Honesty, Freedom, Being Ethical, Collaboration

At Sacred Heart, we recognise and affirm children for their efforts and achievements in academic, sporting, school spirit, Christian attitude and behaviour. Our rewards systems have been established to support our teaching and learning which assists children to become responsible for their own actions. We emphasise the development of leadership skills with a focus on each individual's strengths and interests.

Certificate of Achievement (Class Merit Awards): These are given by the classroom teachers and handed out at assemblies each fortnight. These certificates are awarded for achievements related to academic, sporting, behaviour and positive attitudes towards learning and school life.

Catholic Values (Honour Awards): These are given by the classroom teacher and handed out at school assemblies each fortnight. The recipients are inclusive and considerate of others in our school community. They are empathetic and display an awareness of social justice. The recipients follow the Mercy Values of dignity, service, hospitality, compassion, justice, stewardship and excellence.

Principal's Award: These are given by the Principal for exemplary behaviour and achievement both within the classroom and outside the classroom.

Sacred Heart Of Jesus Award: These are awarded on the Sacred Heart of Jesus Feast Day. Teachers from all grades nominate one boy and one girl for displaying the loving qualities of Jesus and being his heart and hands in the community.

Cumberland Council Pursuit of Excellence Award: This award is presented to a Year Six student who demonstrates exemplary service to school and community.

Mary MacKillop Award: These are awarded on the Mary MacKillop Feast Day. Teachers from all grades nominate one boy and one girl for 'Never seeing a need without doing something about it'.

Sporting Age Champion: Selected after school swimming, cross country and athletics carnivals. Age champions are determined by a consistent point system.

Dancer of The Year: Children are selected by the dance teachers for outstanding effort and achievement.

Student Leaders

Student Leaders:

The children of Sacred Heart are provided with various opportunities to demonstrate and develop leadership. All children are encouraged to demonstrate leadership in their daily interactions with each other within the school environment with an emphasis on “making good choices”. Children are reminded that they model safe and respectful behaviour all the time.

At the commencement of each year, Year Six are allocated their leadership roles for the year. All Year Six students are our school leaders. Sacred Heart does not have the structure of electing School Captains, Vice Captains and Sports Leaders. This gives each student in Year Six the opportunity to participate in a form of leadership duties.

Year Six students are trained as Peer Support Leaders. They then deliver Peer Support lessons to a mixed age group while under the supervision and guidance of a teacher.

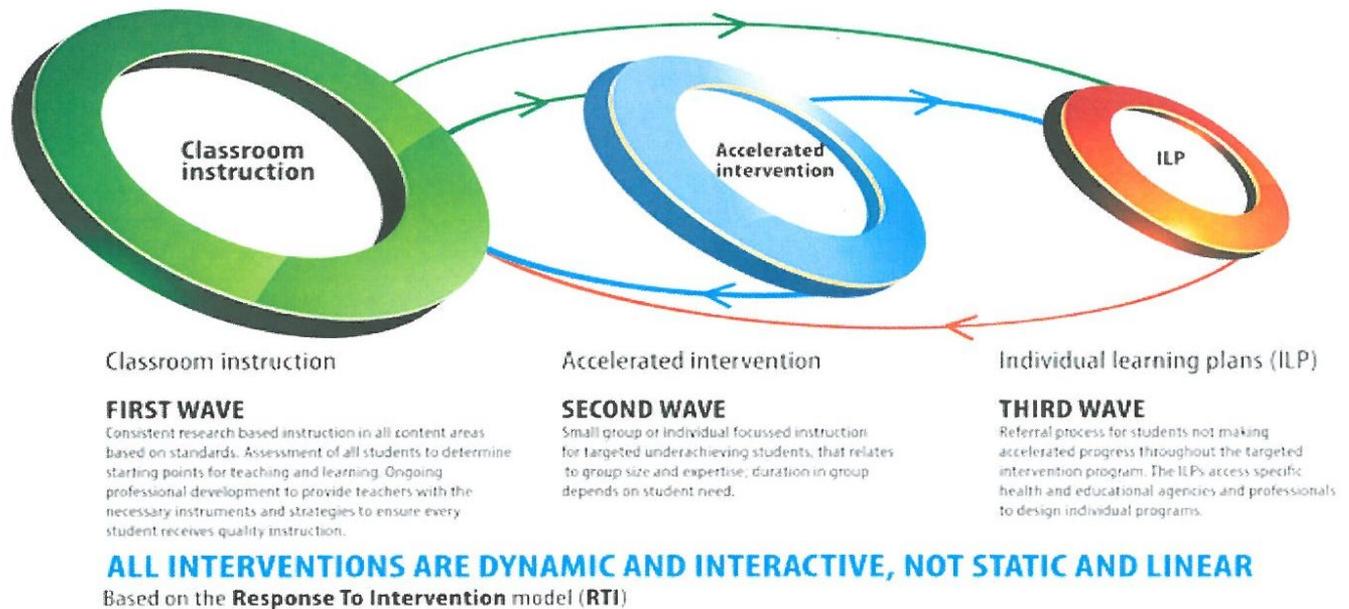
Buddy Program:

The buddy program is an opportunity for the students in Year Six to demonstrate leadership over the course of the year as they build supporting relationships with the youngest children in our community.

Support Services Available to the School Community

Sacred Heart Primary School offers the following support services for the school community in line with Diocesan frameworks.

Literacy and Numeracy Intervention Framework



Reading Recovery Program: Reading Recovery is an early intervention program that provides one-to-one teaching for children who need greater assistance to read and write following their first year of school. This program is only provided for children in Year One. A trained teacher conducts the program. Parents are required to support their child at home by completing home activities, which reinforce concepts and skills taught during their one-to-one lesson.

Extended Mathematical Understanding (EMU): The EMU program is an intervention program that provides support to children who require greater assistance with numeracy in the early years and middle years. A trained teacher who works daily with a group of children conducts the program. Parents are required to support their child at home by completing activities, which reinforce the concepts taught during their EMU session.

Learning Support: A team of Learning Support teachers provides support to class teachers, students and parents. The focus of this team is to support different learning styles, rates of learning, strengths and needs for specific children at various times. At times the learning support team may consult and/or seek additional support from Catholic Education, Diocese of Parramatta's Student Services (eg Itinerant Guidance Officers, Intensive Behaviour Individual Support, Speech Pathologist, Psychologists or counsellors) to support individual student learning needs.

The Model of Learning Support delivery is an in-class based support for individuals and small groups of students. There is minimal withdrawal time from the class context.

School Counselling: A school counsellor is available to support students (and families) with:

- Problems the student may have with other students
- Problems the student may have with their teacher
- Problems the student may have with learning
- Problems the student may have at home
- Personal issues a student may have

Referral to the school counsellor takes place after discussions between the child's teacher, stage

leader/ learning support teacher and parents.

Procedural Fairness

The principles on which we base our behaviour management practices at Sacred Heart School demonstrate procedural fairness. We believe that procedural fairness is a basic right of all children when dealing with school authorities. We apply the 'hearing rule' and the 'right to an unbiased decision'.

Each child has the right to know the nature of an allegation made against them and any information which will be taken into account in considering the matter. The child should know the process by which the matter will be considered and have the right to respond to the allegation. The child should always know how to seek a review of the decision made in response to the allegation.

At Sacred Heart, members of the staff make every effort to demonstrate an absence of bias in their decision-making. They believe that children have a right to an unbiased decision and the right to impartiality in an investigation.

Procedural fairness at Sacred Heart School includes making available to students and parents (or caregivers) policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements while being mindful of witness protection. As part of ensuring the right to be heard, Sacred Heart School will provide interpreter services, if required, and make arrangements for such services to be available.

We, at Sacred Heart School, believe that it is preferable for different people to carry out the investigation and decision-making in the school but we acknowledge that this might not always be possible. Whoever carries out these roles at Sacred Heart School undertakes to do so in a reasonable and objective manner. We strive for justice to be done and seen to be done.

It is upon these basic principles of procedural fairness that the following procedures have been developed for the management of behaviour:

- (a) In the classroom and
- (b) On the playground



At Sacred Heart Primary School Bullying is not acceptable

What is Bullying?

Bullying is a series of long term ongoing attacks, threats of attacks or intimidation focused on one individual. Bullying is the conscious desire to hurt, exclude or put someone down to make you feel better. Bullying can be done through looks, actions or words. Bullying is serious and it involves using power over another person. Bullying is ongoing in nature and the bully is encouraged by another person's pain, distress, fear and humiliation. Bullying may manifest itself in the form of emotional, social, verbal and/or physical incidents, all of which cause distress.

Examples of bullying include:

- **Physical:** This form of bullying includes hitting, pushing, tripping, kicking, spitting on others.
- **Verbal:** This form of bullying includes teasing, using offensive names, yelling or screaming abuse, constant criticism of a person's abilities or appearance.
- **Non-Verbal:** This form of bullying involves writing offensive notes in any medium (off-line or on-line), graffiti about others, rude gestures.
- **Psychological:** This form of bullying includes spreading rumours, hiding or damaging others' property. Inappropriate use of information technologies such as using emails, websites, texts or social media to hurt others. Using the internet or mobile phones to spread rumours or misinformation. Unauthorised use of camera phones to cause harm to others.
- **Social-Emotional:** This form of bullying includes deliberately excluding others from a group; refusing to sit next to someone; overtly encouraging other people to actively ignore or avoid another person.
- **Extortion:** This form of bullying includes threatening to take someone's possession, food or money.
- **Property:** This type of bullying includes stealing, hiding, damaging or destroying property.

At Sacred Heart we encourage the children to speak up about bullying:

'When I don't speak up against bullies, I give them the permission to continue their bullying behaviour. Silence does not help the bully because they do not learn that what they are doing is wrong. Silence does not help me because I continue to feel unsafe. I must tell a teacher if I am being bullied'

**At Sacred Heart we treat bullying
as a major issue.**

**The same procedure will be followed as for Disruptive Behaviour in the
Classroom or Playground.**

Classroom Management at Sacred Heart School

The flow chart is the basis of all classroom management plans. Each teacher will devise a more detailed Behaviour Management for their class based on the following:

Managing Disruptive Behaviour

If disruptive behaviour develops

- Speak to the child about their behaviour
- Monitor Behaviour
- Speak to the child again
- Use time-out
- Get the child to complete work at another time.

Major issue or dangerous situation

Time out with Stage Teacher. Class teacher monitors the number of times a child is sent to a buddy class. Sacred Heart Incident reports (See appendix) is used to record these.

After 3 times with a stage teacher in one school term, inform a member of the leadership team and child loses playtime to complete work or reflect on their choices.

Parent may be contacted by class teacher to address the issue early

Parent and Principal informed

The assistant principal/ leadership team member, class teacher, parents and child meet to negotiate a behaviour contract.

Child may be placed on behaviour contract

If behaviour continues, class teacher, Principal, parents and child meet to negotiate consequences and contract may be issued (see appendix) eg: loss of playtime, removal to another work area. If necessary, external agencies will be contacted for support.

Child may be placed on behaviour contract

Playground Management at Sacred Heart

RESPONSIBILITIES

Teachers are responsible for covering all playground duties each day of the week.

Teachers are expected to be on duty promptly. Be punctual, consistent and communicate with each other when dealing with incidents and general playground management.

These duties are; Before school 8:30 – 8:50 am Recess 10:50 – 11:20 am 1st half lunch 1:20 – 1:40 pm 2nd half lunch 1:40 - 2:00 pm After school (undercroft area) Kiss and drop 3:10 – 3:30 pm

PLAYGROUND RULES and ROUTINES

The school operating hours are Monday – Friday 8:50am – 3:10pm.

OVERALL PLAYGROUND RULES

- No Hat, No Play (Children without a hat must be seated on the hall verandah for the duration of all playtimes).
- Hands off
- No toys, games, cards, equipment bought from home except a handball
- Each teacher must wear a high visibility vest and carry a duty bag that contains (scissors to cut wrappers, tissues, and playground alert cards:
 - RED - emergency teacher required
 - PINK - Diabetic Incident
 - YELLOW - Epi Pen required on the playground
 - BLUE - Asthma medication required on the playground
 - GREEN - Sick bay (given to the child that you send to sick bay)
- If there is an emergency on the playground, teachers are required to stay with the student and send for help using one of the cards above
- Each grade is allocated a soccer or football to play with, labelled with their grade. If they lose the ball e.g high kick over the fence, then they do not get a replacement ball
- No high ball kicks above the waist
- 10 minutes of seated eating time (no play, all students must be seated in the following areas:
 - Kindergarten - Church Verandah in between blue and red church doors
 - Year 1 - Church Verandah in front of green door
 - Year 2 - Church Verandah in front of yellow door (not near the sacristy door)
 - Year 3 and 4 - on silver seats near the toilet verandah (away from staffroom door)
 - Year 5 and 6 - Hall Verandah
- At the end of 10 minutes, all lunchboxes and drink bottles must be placed neatly under the seats in their allocated seating area and out of the way for play
- One teacher supervises the grass area and the second teacher supervises the shade structure area
- Year 6 Sports Leaders are responsible for distribution of equipment

Order of Dismissal of Students:

Year 2 and Year 4

Year 1 (use external disable ramp) and Year 3

Year 5 (use internal stairs) and Year 6

Kindergarten

Before School Rules and Routines

Supervision before school begins at 8:30am when the teacher, who is scheduled on duty, will come out and unlock the front gate. This gives a 20 minute period for students to arrive at school before the bell rings.

If a child is dropped off before 8:30am and is found by any staff member, the staff member will need to record the details

in the log that is placed in the front office. This will be followed up by office staff and leadership team.

- One teacher on morning duty in the Shade Structure Area
- Active supervision of the whole area
- Open the student toilets
- No running - Walk and talk only
- No ballgames
- All students must be in the shade structure area - teachers must ensure that the children are not beyond the bubblers, are away from the disabled ramp, or the bbq area
- Students ensure their bags are in a neat line on their assembly area
- Teacher on duty runs assembly and dismisses students according to order above

Recess and Lunch Rules and Routines

- No hat no play
- 2 teachers on duty - both on the shade structure playground for 10 minutes of eating time then one teacher to supervise the grass area and the other to supervise the shade structure area
- At the end of playtime the first bell rings, all games stop and students walk sensibly to wash hands, go to the toilet and collect their belongings. The last child who has equipment will walk it over to the shed and hand it to the Year 6 sports leaders to pack away. All students must be seated in the shade structure in their class lines before the second bell rings
- The teacher on duty in the grass area must round up the children on both playgrounds and the teacher on duty in the shade structure area must be waiting at the front of the student lines in order to gain the attention and quieten the children down using the quiet signal (it is not a time for the teachers to get caught up in resolving any last minute playground issues, ask the children to wait until all have been dismissed and then deal with it quickly and send back to class)

Order of Dismissal of Students:

Year 2 and Year 4

Year 1 (use external disable ramp) and Year 3

Year 5 (use internal stairs) and Year 6

Kindergarten

Afternoon Dismissal - Undercroft

- All teachers must ensure that students are seated in the undercroft area with bags on their laps in their two lines by 3:05pm ready for kiss and drop
- All students walking or being collected by their parents are dismissed at 3:10pm
- All teachers to remain with their class until 3:15pm then the teacher on duty takes over supervision.
- At 3:30pm the teacher on undercroft duty must bring the remaining students into the front foyer where they are seated quietly. Teacher remains with the students until all have been dismissed and the front door is locked behind them. If teacher is concerned about a student not being picked up by 3:40pm please see AP or Principal to follow up. Students will be sent to COSHC if parents are consistently late for pickups and have not provided an explanation. The parents will need to cover the COSHC expenses in these circumstances.

Afternoon Dismissal - Kiss and Drop

- Both teacher wear a high visibility vest and collect the 2 microphones from the office
- Begin calling names of students at 3:05pm
- Load the first group of cars with students once they have come through the bottom gate
- Teacher on top gate must send parents around the block to ensure there is not a bank up of traffic or parents double parking
- Once the second bell goes at 3:10pm, then parents are able to leave the kiss drop area and teachers on duty ensure the flow of traffic is maintained

Please Note:

- **CONSISTENCY IS KEY** - please ensure all rules are followed consistently so that students understand the same rules
- Classroom teachers need to ensure that casuals receive a copy of the playground rules and routines when they receive the class roll and are made aware of student medical alerts located in the staffroom.

Microphones are provided in accordance with safe work place practice. Teachers are asked to use these as care of their voice is imperative. The use of microphones contributes to safe play as it provides quick responses to incidents.

OUT OF BOUNDS AREAS

When using the basketball court area / the stairs between the Church and hall. If a handball goes down there, 1 student may retrieve the ball after seeking permission from the teacher on duty. When using the top playground:

- The area in front of the main Church entrance and around the piety shop.
- The steps and teacher's car park.
- The canteen area near the bags.

BALL RULES

When using the basketball court area: Handballs 2 basketballs No kicking of balls allowed

When on the grass area: 1 ball per class No tackling allowed, only tipping Ball not to be kicked higher than waist level

CANTEEN

The canteen will operate between 1:30pm and 1:50 pm when parent helpers are available.

FIRST AID

All bum bags have band-aids, gloves and tissues. If a student needs further assistance they are to be sent to the office after consulting a teacher on duty and are given a green card.

Children requiring medical attention are to be sent to the school office with a first aid card from your bum bag. If the injury is serious send a child to the office to ask for the first aid officer to come to the child. Children sent to the office for injuries will be tendered to by the office staff who will provide first aid and contact the parent if there is a head injury or as required. Office staff will enter the details into FACES. Staff are to refer to the Sacred Heart Staff Handbook for procedures for documenting injuries.

Disruptive Behaviour

Minor Issues Management Plan (Playground)

Minor Issues Management Plan (Playground)

Examples of minor issues are:

Playing tackle or "1-2-3-held" football (only touch football is allowed)
Kicking balls without considering the safety of others
Hats not being worn
Not taking turns
Not obeying bells
Rules for games
Children being left out
Minor disagreements
Name calling/swearing/teasing
Throwing rubbish
Toilet misbehaviour
Dobbing
Unintentional/Intentional minor injuries
Rumbling/tackling
Out of bounds Children are encouraged to deal with minor issues by using the 4 point plan

below: When I am hurt or feel unsafe I will:

1. Say "STOP IT I DON'T LIKE IT WHEN YOU....."
2. If it continues I will speak to the teacher who is on duty.
3. The teacher will watch me speak to the other person.(encouraging children to be proactive and build their resilience)
4. If it continues the teacher will deal with the situation.

If teacher intervention is necessary:

The teacher will:

1. Ask me if I have told the person to stop
2. Watch me speak to the other person
3. Deal with the situation if it continues
4. If it happens on the playground inform my class teacher, if necessary.

The same expectations exist for children from ES1 to Stage 3. The approach and language used will depend on the age and gender of the child. As some children may lose their temper and say/do disrespectful things, suggested strategies include:

Diffuse the situation-if child walks away/ignores– follow up the same day, don't further ignite the situation by demanding an immediate response
Have positive thoughts- "I am in charge, we will solve this together".
Never ask why-ask what
Give feedback about positive behaviours
When dealing with boys, research says it's best to stand beside and talk.
Follow up the next day– consequences and/or on playground
Spend 10% on the problem and 90% on the solution
Ask genuine questions– How have you managed it in the past? What solutions do you have?

Suggested consequences of Minor Playground Issues.....

- Timeout eg. Sit children out, walk with teacher, pick up papers, say sorry, resolve issues (eg have them go away and try to sort it out then come back to tell you their solution).
 - No hat– sit in the shade area on the hall verandah (before school, recess and lunch)
- Follow up Minor Issues (after 4 point plan)...

Follow up Minor Issues

When children come to you with a complaint help children solve the problem by following these steps

Encourage the child to sort out the problem by giving them a strategy, or coaching them in what to say.

Support the children– speak with them, listen and advise, remind children of the rules.

Help the children negotiate and accept consequences (sitting out, picking up papers, community service, saying sorry– try to relate it to the incident and helping to make things right again)

See secretaries to complete an online accident report on OSCAR if a child is injured and inform the class teacher and parent of the incident.

Teachers have Band-Aids for minor cuts. Student with injuries requiring more care are sent to the office. All injuries are tended to when children are sent to the office. Office staff will log the necessary information on the Sick Bay Register on FACES and contact parents if needed. When a head injury or serious injury is sustained parents are phoned and informed.

Follow up, ensure there is a resolution
Eg: give feedback to children when next on duty, or check in with the child/ren the following day

Disruptive Behaviour in the Playground/Classroom Major issues Management Plan

Disruptive Behaviour in the Playground/Classroom Major issues Management Plan

Examples of major playground/classroom issues are...

continued repetition of minor issues become major issues

teasing

out of hand rough play

disrespect for teacher—shouting, ignoring, arguing

back chat

swearing

racism

stealing

inappropriate interaction between older children and younger children

Incident Reports

When dealing with a major issue in either the classroom or playground setting, teachers complete an incident report as a record of the incident. The incident report is completed by the teacher who initially deals with the issue. There may be situations where a member of the leadership team is required to unpack the incident further. The incident report is given to the child's/ children's class teacher to sight and sign. The report is then passed on to the mentor/leadership team member who sights and signs the report and then files it in the Sacred Heart Student Behaviour Record Book. When a child has three incidents recorded in a term a meeting with the child's parents, class teacher and mentor will be arranged to discuss the incidents. A plan will be determined to help the child modify their behaviour; this may include a behaviour contract monitoring the progress in following behaviour expectations. The focus of behaviour contracts is on supporting children to understand and learn appropriate behaviour with a positive focus. The commencement of each term is a fresh beginning for all students. The management plan for major issues can be followed on the following page.

Follow Up Major Issues

Take 'think time' first

Be aware of safety/medical issues

Calm the children down and separate them if necessary

Send those not involved away

Listen to all sides

Talk to children

Discuss the consequences with children

Terminate playtime and decided on appropriate action,
Eg: extended time out from playground, clean playground, walk with me, send for help to the staffroom

Follow up after

- inform the child/rens' class teacher(s)
- Record an accident report online is medical assistance is required
- Contact parents of victim and instigator/bully
- See the children the next day
- Enforce consequences

Class teacher monitor 'repeat offenders' by recording each major incident using the 'Sacred Heart Behaviour Incident Report Form' and raise concerns with parents.

Mentor, Class teacher meets with child if behaviour continues and negotiate a contract.

If the behaviour continues, parents, class teacher, mentor/AP/Principal meet to discuss support.

Disruptive Behaviour in the Playground/Classroom Extreme Issues Management Plan

Examples of major playground/classroom issues are:

- Fighting
- Violent behaviour

At Sacred Heart violent behaviour is not tolerated and results in an automatic suspension of student playground privileges for one week; exceptions to this may apply for some circumstances.

In Matters of Extreme Behaviour

Send to the staffroom/office for a leadership team member and remove other children to safety, teacher must fill out incident report



Leadership team member will diffuse the situation and support the needs of the teacher



Leadership team member will inform Principal/ Assistant Principal of the situation



Leadership Team Member/Principal/Assistant Principal will contact parents of victim and parents of the child with the extreme behaviour



Consequences will be negotiated and may include in school suspension, limited school attendance, contacting welfare agencies, behaviour contract. Class teacher, mentor, Principal and Assistant Principal will be involved.

Catholic Education, Diocese of Parramatta Procedures for the Physical Assault by a Child to a Staff Member

Physical Assault Flowchart Child to Staff

Contact parents of child and Parish Priest

- Contact parents of child and Parish Priest
- Child sent home (out of school suspension) for the rest of the day as a minimum
 - Letter provided to parent
 - Copy of letter forwarded to Director Performance

Complete assault register

Re-entry meeting with parents, student and Principal by appointment on the day of recommencement.

Risk Assessment with Intervention Plan developed during this meeting.

Then a one day in school suspension where the child works through a restorative process including apology to the staff member before returning to class.

For repeated incidents: Review risk assessment and intervention plan, referral to counselling and other services as needed.

