



McAuley Catholic Central School

Pastoral Care and Welfare Policy 2015

Flowing Together Through Faith and Learning

PASTORAL CARE & WELFARE POLICY

SCHOOL VISION STATEMENT

'Flowing Together Through Faith and Learning', is symbolic of the local area and its river. The symbol of flowing water evokes images of life, journey, hope and confidence. Faith recognises the importance of God in our lives, learning affirms the experiences our students encounter during their preparation for today's world and the future.

SCHOOL MOTTO

Our School motto – 'Believe, Strive, Achieve' encourages students to reach their full potential in mind, body and spirit within the Catholic context of our school.

CATHOLIC ETHOS

"Every curriculum area has a religious dimension, a capacity to assist students to examine the world of human culture and the world of religion, providing knowledge and skills, and fostering attitudes and values that are life giving and that assist young people to search for meaning and truth".

(Treasures New and Old Core Document pg. 25)

At McAuley we seek truth through Gospel values and are faithful to the teachings of Christ in providing quality education. Our aim is to assist students to become life-long independent learners to achieve their potential. Students develop their spirituality, character, citizenship, global perspective, communication and critical thinking through balanced formal and informal curricula.

Teachers should:

- consistently and explicitly present students with the Catholic Churches' teaching and perspectives on human life, sexuality, personal development and relationships
- provide opportunities to develop skills such as reflection, critical thinking, problem solving, analysis and discernment
- foster in the students a moral sensitivity and a heightened capacity to understand their place in the world
- encourage students to reflect, judge and choose
- develop awareness that the child is made in the image of God with basic needs to be cherished and nurtured
- recognise parents, school and parish have a responsibility to mutually support each other in the education of our children
- acknowledge the social and cultural contributions of individuals and respect their freedom
- encourage healthy competition, but not to the detriment of other participants
- provide students with information on sexual/contemporary issues within the catholic context.

EXIT OUTCOMES

A graduate of McAuley Catholic Central School should have the knowledge, skills, understandings, values and attitudes necessary to experience life-long relationships with God, others and the world around them. We work towards children leaving McAuley Catholic Central School with the following qualities:

Being able to integrate their faith with life experience by:

- Combining religion with daily living
- Living by Gospel values
- Experiencing prayer
- Participating in school and Parish liturgies

Achieving their personal best by:

- Becoming self-reliant and self-directed through personal goal setting and a commitment to life-long learning
- Developing a positive attitude to self and others and a belief in their own worth
- Taking responsibility for their own actions perceiving difficulties as challenges and steps to growth

The ability to make a valuable contribution to the wider community by:

- Developing critical thinking skills and making informed decisions
- Being well informed about global issues and responding appropriately
- Having a knowledge of their own identity, heritage and cultural background
- Developing skills to access and use information and communication technology positively

Being confident, optimistic and proud of their individuality by:

- Being honest, trustworthy, fair and just
- Respecting the different social, emotional and economic backgrounds of others
- Being able to contribute to the wider community through various levels of involvement

SITUATIONAL ANALYSIS

McAuley Catholic Central School is a K–10, co-educational systemic school within the Canberra-Goulburn Archdiocese. McAuley is the only Catholic school in Tumut, a town located 410 km west of Sydney on the foothills of the Snowy Mountains. McAuley acknowledges the Wiradjuri, Gumal, Ngungawal and Wolgalu people. We acknowledge and pay respect to the Elders past and present, and we acknowledge those of the future, for they will hold the memories, traditions and hopes of Aboriginal Australians. The school was founded by the Sisters of Mercy in 1882.

McAuley was previously St Brigid's Primary School and Tumut Catholic High. In 1990 the two campuses amalgamated and McAuley Catholic Central School was born. The school continues a strong tradition of Catholic education.

Present enrolments at McAuley total 335 students, with 196 students on the primary campus and 138 students on the secondary campus. At present there are 35 staff employed at McAuley: this figure combines teachers and all school employee staff.

Tumut has a rich historical and cultural environment in which each student can actively participate. These students come from a diverse range of backgrounds. McAuley provides a range of academic, spiritual, sporting and cultural experiences for its students.

The NSW Australian Curriculum continues to be implemented along with the Quality Teaching Framework, reviewing quality teaching and learning practices supported by information and communication technologies. In a rapidly advancing technological world we strive to equip our students with the skills of collaboration, communication, creativity and critical thinking that will allow them to adjust to the changing nature of the political and economic landscape of society.

BACKGROUND TO THE DOCUMENT

The school's Welfare Policy was developed using the guidelines of the Catholic Education Office and the Catholic Education Commission of Canberra/Goulburn Archdiocese. The implementation has been based on the Catholic Education Office Policies and Procedures.

- Restorative Practices
- Child Protection Policy
- Student Management Policy
- Exclusion, Expulsion Policy or Transfer of Students
- Suspension Policy
- Exclusion Policy
- Legal Responsibilities and Authority Policy
- Managing Student Behaviour Policy
- Restraint of Students Policy
- Supervision of Students Policy

These policies can be found at <http://cg.catholic.edu.au/parents/policies/>

The Welfare Policy is related to the following policies, programs and services:

- Role of Pastoral/Classroom Teacher Policy
- Child Protection Policy
- Evacuation Policy
- Lockdown Policy
- Learning Support Policy
- Sun Smart Policy
- Religious Education Program
- Nut Minimisation/Egg/Shellfish Policy
- Peer Support Programs (Peer Support, Beyond Blue, Head Space).
- School Counselling Service (Centacare)
- Sport and Physical Activity Safety Policy

The Welfare Policy was developed as a collaborative document with staff members and Student Representative Council, with input from the McAuley Community Council. In 2014 staff members were trained in the Restorative Practice techniques.

‘The most profound learning occurs when there is a healthy relationship between teacher and student.

Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices helps build capacity to enable students to self regulate behaviour and contributes to the improvement of learning outcomes.’

www.restorativepractices.org.au

RATIONALE

Students at McAuley have the right to pursue a curriculum which responds to their individual needs in an affirming, supportive and safe environment. We provide an environment where every individual receives support and is treated equally and fairly. McAuley aims to embed Restorative Practices in all areas of pastoral care and welfare.

McAuley values the uniqueness and identity of each member of the school community and we create an environment where everyone is valued and accepted. This enhances a sense of belonging and demonstrates a concern for the well-being of every individual. The openness and welcoming nature of the staff at McAuley encourages ongoing communication between staff and families in a trusting and cooperative way. This partnership with teachers, parents, carers, church, and social agencies builds relationships and nurtures the people within our community.

Our Restorative Practice allows us to:

- Acknowledge and support parents as the primary educators of their children
- Recognise our Mercy Traditions/Values within the school
- Acknowledge and value differences and individuality of students and their families within the school and the local community
- Encourage parents and community members to be active partners in the education and development of our students
- Build and maintain positive relationships
- Provide opportunities for students to experience success in a wide range of activities and be acknowledged
- Develop and implement policies and procedures to protect the rights, safety and health of all school community members
- Establish clear school expectations which are known and understood by all school community members
- Value and provide opportunities for all students to develop the skills involved in forming positive relationships, social responsibility, problem solving and conflict resolution

- Value diversity and acknowledge individuality
- Involve students' ideas and suggestions to create a positive school environment via the Student Representative Council
- Assist in providing support networks for students and parents
- Encourage every student to develop their leadership potential

PROMOTION AND SUPPORT OF POSITIVE BEHAVIOUR

Curriculum Provisions

Staff will ensure that curriculum provisions are of the highest quality, socially responsible and meeting the needs of the students, so that students have the opportunity to demonstrate success in a wide range of activities. This is done through the development of the following programs and policies:

- | | |
|-----------------------------------|--|
| • Quality Teaching Framework | • Learning Support Policy |
| • Religious Education | • Reporting and Assessment Agreed Practice |
| • Assessment and Reporting Policy | • Professional Development |
| • Curriculum Policies | • Resourcing |

Other Provisions

Staff, students and parents share a responsibility of modelling high quality interpersonal relationships. Students are encouraged to develop trust and friendships with their peers, staff and community members. To enhance this, the following strategies are in place:

- Encouraging students to adopt and practise the core values of the Mercy Tradition (Mercy, Human Dignity, Justice, Service and Option for the Poor)
- Providing SRC sports equipment during recess and lunch
- Involving all K-10 students in a Pastoral Care Program (Peer Support)
- Community Service Programs (Visits to Blakeney Lodge, Meals on Wheels, RDA, Gadara School)
- Using the Buddy System where senior buddies team up with a junior buddy during the term
- Student Representative Council (SRC)
- Gaining House Points for commitment and effort.
- Merits and Awards
- Class rewards
- End of Term Awards Ceremonies
- Displaying laminated classroom rules in the classroom
- Teachers revisiting classroom and playground behaviour rules and expectations each year.

The following two initiatives have been developed to further enhance positive recognition and cooperative behaviour:

Student Representative Council (SRC)

- The Primary Campus SRC is facilitated by the Religious Education Coordinator and one other staff member. The Primary Campus SRC is made up of the four Year Six Primary Leaders, House Vice Captains who have been elected by the students and teachers the previous year, and two representatives from Years Three to Five.
- The Secondary Campus SRC is facilitated by the Religious Education Coordinator and the Year 10 pastoral teachers. The Secondary Campus SRC consists of two School Captains, two Vice Captains, six sporting house captains, elected by students and teachers the previous year and two representatives from Years Seven to Nine.

SRC Responsibilities

- Attend a meeting once per fortnight.
- SRC leaders take student issues to the meetings, which are then discussed and resolved if possible.
- The SRC fundraises to support our World Vision child and various charities each year. Surplus funds are used to buy school related equipment determined in consultation with the principal.
- Participate in Peer Mediation programs.
- Attend Saturday Night Parish Masses when available.
- Lead assemblies on a roster basis
- Take regular turns presenting the McAuley School News at the local community radio station.

House Points System

Each student enrolled at McAuley Catholic Central School is allocated into one of three Houses when they commence their schooling. Members of the same families are grouped in the same House. The current Houses have been named after three important people who have made significant contributions to education and the life and welfare of young people and their families, particularly those in rural areas. The House patrons are Mary MacKillop, (Blue House) Bishop John Therry (Green House) and Caroline Chisholm (Red House).

Students are encouraged to gain points for their Houses in a number of ways - through academic achievement, involvement in community service, and through participation in the cultural, religious and sporting events of school life. Each House has the responsibility of organising a Fundraiser event for the school each year. A strong House system allows McAuley community to consciously recognise personal effort and achievement, as well as recognising the collective achievement of the House groups. All staff are encouraged to award house points to students.

OUR SCHOOL CODE OF BEHAVIOUR

The expectation of the staff at McAuley Catholic Central School is that they will be familiar and consistent with the Welfare Policy and all associated policies and procedures. They should:

- establish a set of class rules in negotiation with their students and clearly display class and school rules in the classroom
- set expectations that are achievable and regularly commend students for positive behaviours
- model caring and respectful behaviour and never ridicule, embarrass or use “put-downs”
- utilise the Restorative Practices Process for managing behaviour and follow up any significant
- behaviour disruptions
- allow students to re-enter the classroom with a ‘clean slate’ after intervention has occurred
- seek assistance with difficult issues and participate in professional development as required
- communicate with parents and executive staff members regarding any ongoing behaviour issues

All members of the McAuley school community have RIGHTS which everyone must respect. Everyone has the RESPONSIBILITY to respect the rights of others. When all rights are respected and responsibilities are carried out, the school is a happy place to be in and runs smoothly.

Restorative Practice Approach at McAuley.

Restorative Practices is a framework which has been introduced by our school. This framework allows for a mutual starting point between students and teachers when conflict occurs. As each member of the school engages with Restorative Practices we are aiding our students to become respectful and active members of the community.

One of the main modules of Restorative Practices are the Restorative Questions. These questions aid reflection and allow each member in conflict to be able to respectfully voice their opinions and hear what other parties have to say. Using the Restorative Questions, we at McAuley are encouraging our students to talk issues out and work through problems in a respectful, collaborative manner.

Restorative Questions I

When Things Go Wrong

- What** happened?
- What** were you thinking of at the time?
- What** have you thought about since?
- Who** has been affected by what you have done? In what way?
- What** do you think you need to do to make things right?

Restorative Questions II

When Someone Has Been Hurt

- What** did you think when you realised what had happened?
- What** impact has this incident had on you and others?
- What** has been the hardest thing for you?
- What** do you think needs to happen to make things right?

GENERAL GUIDELINES (Primary)

Rule	In the classroom includes:	In the playground includes:
Be safe.	Keep classroom areas clean and tidy Use equipment correctly Walk inside We don't throw any objects inside.	Keep the school grounds clean and tidy No hat! No Play! Walk on the concrete We don't throw food.
Be Respectful	Follow teacher instructions. Respect others and speak politely at all times. Wear correct uniform proudly. No mobile phones to be used or turned on in class. McAuley is a Bully Free Zone	Follow teacher instructions. Respect others and speak politely at all times. Wear correct uniform proudly. No mobile phones to be used or turned on in school grounds. McAuley is a Bully Free Zone Be a good sportsperson.
Be in the right place.	Always be punctual to class.	Eat in allocated lunch areas and sit while eating. Stay away from fences, ramps, gardens and out of bounds areas. Never leave the school without permission. Play in the correct areas: don't play in the toilets or out of sight All ball games are to be played on the school oval. Handball only permitted in other areas.
Hands Off	We keep hands off others. We keep hands off property that belongs to others. We take care of the school resources and environment and do not deface, vandalise or damage.	We keep hand off others. We don't play tackle. We keep hands off property that belongs to others. We take care of the school resources and environment and do not deface, vandalise or damage.

CLASSROOM BEHAVIOUR MANAGEMENT PRIMARY

Guideline 1: Negotiate classroom expectations collaboratively with students at the beginning of the year.

Guideline 2: First misbehaviour - Remind students of classroom expectations

Guideline 3: Second misbehaviour – Second reminder of classroom expectations with teacher using a verbal or visual prompt.

Guideline 4: Third misbehaviour – Time Out in classroom. Restorative Practice discussion to take place at the next available suitable time.

Guideline 5: If unacceptable behaviour continues, the student will be removed from the classroom to a buddy classroom, which will be followed up with a Restorative Practice conversation with the teacher.

Guideline 6: If unacceptable behaviour continues the following options may apply:

Option 1:

Teacher phones the student's parent/s

Option 2:

Further discussion with Assistant Principal or executive member

Option 3:

Warning or Community Service given by the teacher

Option 4:

Time out at Recess or Lunch

Option 5:

Removed from the classroom with a negotiated consequence following a Restorative Practice Circle.

Option 6: Classroom Circle

Guideline 7: Continued unacceptable behaviour will result in an Individual Behaviour Record Plan devised with the timeframe negotiated by teacher, parent and student.

Guideline 8: If unacceptable behaviour still continues a Restorative Practices Circle will be conducted with principal, teacher, parent/s and student to discuss further options in accordance with Catholic Education Office policy.

PLAYGROUND BEHAVIOUR MANAGEMENT PRIMARY

Guideline 1: Remind students of Playground Expectations with all students at the beginning of the year.

- **Hands Off**
- **Out of Bounds**
- **Respectful Behaviour**

Guideline 2: Verbal warning of inappropriate behaviour and reminder of playground expectations.

Guideline 3: Time Out off the playground: time out on the wall, walk with the teacher, seated under the awning. This is to be followed up with a Restorative Practices Conversation.

Guideline 4: If continued unacceptable playground behaviour, the following may apply:

- Phone call to parents
- Restorative Practices Discussion
- Warning or Community Service given
- Consultation with executive member
- Placed on 'Student Playground Review Record'
- Restorative Practice Circle
- Removal from the playground with negotiated consequence following a Restorative Practice Circle
- Placed on an Individual Playground Behaviour Tracking/Record Sheet
- Restorative discussion with concerned parties

Guideline 5: If unacceptable playground behaviour continues a Restorative Circle conversation with Principal/Parent/Teacher and Student will take place to discuss further options in accordance with Catholic Education Office Policies.

CLASSROOM BEHAVIOUR MANAGEMENT SECONDARY

Guidelines for teachers – professional discretion to be used by the classroom teacher.

Guideline 1. If a student misbehaves, **remind them of the classroom expectations.**

Guideline 2. A second misbehaviour, gentle **reminder** again and teacher classroom strategy used. e.g name on board.

Guideline 3. On the third misbehaviour the student is moved to an **isolation desk within the classroom.**

A reminder to be aware of the volatility of some students, and take an approach that is appropriate. If the student fails to cooperate with a teachers fair and reasonable instructions, then send another student for an executive staff member/principal.

Guideline 4. If unacceptable behaviour still continues, the **student may be removed from the classroom** and accompanied by a student to a 'buddy' teacher. Teacher to follow up, in an appropriate time frame that the student has arrived at the designated place. (send another student to check, quick phone call to office). The student's name is recorded in the student warning book and **the teacher involved has a Restorative Conversation with the student before the that Subject Lesson is repeated on the Timetable.** After various recordings the teachers involved will meet with the pastoral teacher to determine whether a review sheet is required.

Guideline 5. If unacceptable behaviour continues, student is exited to an executive member/principal. The pastoral care teacher makes phone contact with parent (recorded on the inside front cover of the student's file) and student is immediately placed on an individually negotiated Behaviour Review Sheet. A letter is sent home confirming this. The letter should be photocopied and placed in the student's file. A **Student Review Sheet** will be given to the individual student. This Review Sheet will be **monitored** by the classroom teacher / pastoral care teacher on a **daily basis**, and will be in effect for a period of five days. Students will participate in a Friday afternoon exclusion while on review sheet. **Teacher giving the third cross on the review sheet MUST alert the pastoral teacher. Pastoral teacher will then take review sheet to executive member. At the end of the Review Sheet, a 3 Way Meeting (student, pastoral teacher and exec member) will be held to review the situation.**

All Review Sheets are to be placed in Review Sheet Folder on teachers Drive for reference.

Guideline 6. If a student demonstrates unacceptable behaviour three times, in three separate lessons whilst on a review sheet they may:

- participate in a Restorative Practice Circle (parent, student, teacher, executive member) and an IBP: Individual Behaviour Plan will be negotiated targeting the specific inappropriate behaviours relating to that student.
- be required to make appointments with the school counsellor.
- Be placed on internal isolation (this will be at principal's discretion.)

Guideline 7. If a student is to be placed on a third behaviour review sheet in a term or if they do not meet the requirements of the IBP, they will be disciplined at the principal's discretion. Parents will be contacted by phone to arrange a suitable meeting time.

After Guideline 7 Principal/Assistant Principal to take over management.

PLAYGROUND BEHAVIOUR MANAGEMENT SECONDARY

When on playground duty, teachers need to uphold their duty of care by:

- moving around school grounds
- observing students vigilantly
- maintaining routines
- being consistent in their response to behaviour.

PROCEDURES FOR RESPONDING TO INAPPROPRIATE PLAYGROUND BEHAVIOUR

For minor incidents, teachers are encouraged to use their professional judgement when deciding the appropriate course of action for inappropriate behaviour.

Suggested responses include; verbal warning about behaviour (verbal warnings are not recorded), pick up papers, confiscate prohibited item etc.

1. If behaviour escalates or is more serious, the student should receive an official warning in the Student Behaviour Folder. If 3 official warnings are received in a five day period, then the student is placed on a Playground Review Sheet.
2. Secondary students are placed on a Playground Review Sheet for ten school days.

The following table suggests the appropriate response for certain behaviours. This table is to be used as a guide. Executive staff will use their discretion when determining the seriousness of the behaviour exhibited and the circumstances surrounding the incident.

Behaviours	Consequence	Action and by Who
Out of bounds	Official warning	Write official warning in Student Behaviour Folder by teacher on duty
Tackle / Hands on / Deliberate rough play	Official warning	Write official warning in Student Behaviour Folder by teacher on duty
Leaving school grounds without permission.	Official warning and Lunchtime Community Service	Write official warning in Student Behaviour Folder by teacher on duty Teacher notifies a member of the Executive Parents contacted by the Pastoral teacher

Swearing / rude gestures	Official warning	Write official warning in Student Behaviour Folder by teacher on duty
Refusing to follow teachers' directions	Official warning and Community Service	Write official warning in Student Behaviour Folder by teacher on duty Executive member or classroom / pastoral teacher is sent for and playground teacher continues with duty
Damage to school or others property	Restorative Justice Process	Write official warning in Student Behaviour Folder by teacher on duty Parents contacted by Pastoral Teacher to arrange for a conference with the focus on discussing behaviour and replacement of the property
Damage to own property	Official warning	Write official warning in Student Welfare Folder by teacher on duty Parents contacted by Pastoral teacher to discuss behaviour
Bullying type behaviours that are not ongoing.	Peer mediation if behaviours such as excluding, dirty looks and secrets are becoming an issue.	Peer mediators with teacher assistance as necessary
Ongoing and severe bullying.	Step 1: Restorative Justice Circle Step 2: Consequence determined by Principal	Pastoral teacher contacts parents regarding a 3 way conference.
Encouraging bullying, negative or violent behaviour	Consequence determined by Principal	Teacher refers to Executive member and parents are contacted to organise an interview.
Bystander to bullying	Consequence determined by Principal	Teacher refers to Executive member and parents are contacted by phone. A follow up letter is sent by the referring teacher.
Swearing and / or verbal aggression towards a teacher	Restorative Justice Process and circle if necessary	Teacher refers to Executive member and parents are contacted by phone regarding an interview.

<p>Physical Fighting</p> <p>Physical aggression towards a teacher will result in external suspension or exclusion in line with CEO policy.</p>	<p>Restorative Justice Process and Circle</p> <p>Consequence determined by Principal</p>	<p>May be referred to School Counsellor</p> <p>Police Liaison Officer may be involved</p> <p>Parents contacted by Executive for interview.</p>
<p>Sexual harassment-physical or verbal</p>	<p>Response depends on the nature of event.</p> <p>Serious events may involve external suspension in line with CEO policy.</p> <p>Students over the age of 16 can be charged with an offence.</p>	<p>Teacher refers to Executive member and parents are contacted</p> <p>Police Liaison Officer may be involved. Official report may be made to the Police.</p> <p>For serious incidents mandatory reporting to DOCS</p>
<p>Cyber Harrassment (email, SMS, chat rooms)</p> <p><i>Often these issues begin out of school hours and are brought into school following the initial event. Parents are encouraged to closely supervise their children's use of the Internet, chat rooms and mobile phones. It is very difficult to resolve issues of this nature.</i></p>	<p>Response depends on the nature of harassment and may involve mediation or Restorative Practices Circle.</p> <p>Threats of violence or spreading humiliating or obscene rumours during school hours will be dealt with by the Principal.</p>	<p>Teacher refers to Executive member and parents are contacted regarding a Restorative Practices Circle.</p> <p>Counsellor Referral and Police liaison will be involved when threats of violence or serious rumours are made.</p> <p>Please note: It is not the responsibility of the McAuley staff to investigate bullying events that occur out of school hours.</p>
<p>Smoking, Theft, Drinking alcohol Drug taking</p>	<p>Consequence determined by Principal.</p>	<p>Playground teacher refers to Executive member and parents contacted. Police may be contacted at Principal discretion.</p>

Policy Statement on Bullying

McAuley Catholic Central School respects the rights of all people to be free from all forms of bullying and harassment. Care, courtesy, consideration are expected and encouraged at McAuley Catholic Central School and they form the basis for all our dealings with one another.

At McAuley Catholic Central School we:

- are committed to providing a safe, caring and inclusive learning environment for everyone
- maintain that everyone has the right to be free from all forms of bullying and harassment
- encourage and positively reinforce behaviours which show care, courtesy and consideration
- empower students and parents about issues related to bullying through education programs
- offer support to all students through its pastoral care system and the pastoral care role of all teachers.

Bullying and Victimisation in Schools: A Restorative Justice Approach

McAuley Catholic Central School is committed to building a safe environment for staff and students through the Restorative Justice Project. Restorative Justice is a framework aimed at bringing about behavioural change for the individual while keeping schools and communities safe. The aim of restorative programs is to reintegrate those affected by wrongdoing back into the community as resilient and responsible members.

Restorative justice is a form of conflict resolution and seeks to make it clear to the offender that the behaviour is not condoned, at the same time as being supportive and respectful of the individual. Teachers at McAuley are trained in the Restorative Justice Approach. Restorative Justice supports the Behaviour Management, Pastoral Care Policy and the Anti Bullying Policies of McAuley Catholic Central School.

Restorative Justice is a process that provides an opportunity for students to accept responsibility for their behaviour and to repair harm or damage done to other people and/or property.

- It provides a positive shaming experience for the student who has harmed others through bullying or other inappropriate behaviour.
- It allows behaviour to be corrected in a positive way.
- The consequence for inappropriate behaviour is negotiated between the perpetrator and the victim with a support person present for each.
- Students are supported in their efforts to develop more appropriate behaviour, while understanding the seriousness of their actions.
- It allows the person/s harmed to talk about the impact of the perpetrators actions on them.
- The process rebuilds relationships and allows students and teachers to resolve conflict.

These principles can be applied to a range of behaviours in schools. In the context of McAuley, the process is used for bullying. The core principles relating to bullying are:

1. Bullying and being bullied are ways of behaving that can be changed.
2. Addressing wrongdoing, such as bullying, concerns actions and should not involve the denigration of the whole person.
3. The harm done by bullying to self and others must be acknowledged.
4. Reparation for the harm done is essential; and
5. Both bullies and victims are valued members of the school community whose supportive ties with others should be strengthened through participation in communities of care.

With this approach the student's rights are taken into account in a much more realistic way. As a school, McAuley needs to make the student accountable, but at the same time, be able to get along with them afterwards.

APPENDIX 1

Dear Parents,

_____ received a Community Service today for

We know you will take this opportunity to speak to your child about this. During lunch time your child will carry out their Community Service, supervised by a teacher. They will be asked to complete cleaning tasks and to reflect on their behaviour.

Do not hesitate to contact us if there are any factors affecting your child's behaviour at present. Please return the slip below to the Referring Teacher tomorrow.

Thank you for your support.

_____ / / 2015

Kerrin Henderson
Assistant Principal

Referring Teacher

I acknowledge that my child has been placed on Community Service and I have discussed the issue with him/her.

Parent's Signature

APPENDIX 2

PROCEDURES FOR COMMUNITY SERVICE- PRIMARY CAMPUS

- Teachers on Community Service check the Student Welfare Folder to see if there are any students recorded. The teacher takes equipment needed and meets the students at a designated place.
- When teachers are on Community Service it is their role to engage the student/s in conversations about their behaviour, the ramifications for the rest of the school community and their future directions. This can be done before, during or after the Community Service is carried out.
- As part of the giving back to the school community, the teacher works with the student/s to complete various jobs, which will assist the school. **At no time are the students to be left to work on their own.**

Examples of these jobs are:

- Sweeping verandahs or asphalt areas
 - Working in the garden-weeding of general tidying work
 - Sweeping concrete gutters
 - Cleaning rubbish from around the playground
 - Break up cardboard boxes from the office area and take to recycling
 - Cleaning wet areas in Primary classrooms
4. The Community Service begins when the students have finished eating lunch and ends ten minutes before the end of lunch bell rings. This allows for the putting away of Community Service tools, washing hands, visiting the toilet and having a drink.
 5. The Community Service teacher must tick off in the Student Welfare Folder that the student has attended. If they have failed to attend for that day their name is recorded for the following day.

APPENDIX 3

COMMUNITY SERVICE PRIMARY CAMPUS

Week_____ TERM_____

Day	Student's name	Teacher
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

APPENDIX 4

Date: _____

SECONDARY BEHAVIOUR REVIEW

Dear Parents,

Your child, _____ has had 3 recordings in the Behaviour Record Book in the past week for the following unacceptable behaviours:-

We request that take this opportunity to speak to your child about this. For two weeks, your child will carry a Behaviour Review Sheet, which will be supervised by their pastoral teacher. They will be asked to complete the Review Sheet and to reflect on their behaviour. Please sign the review sheet each night.

Your child will participate in community service at lunchtimes for the duration of the behaviour review they will also miss out on Friday afternoon activities and will be supervised by a member of the Executive.

Do not hesitate to contact us if there are any factors affecting your child's behaviour at present. Please return the slip below to the Pastoral Teacher tomorrow.

Kerrin Henderson

Assistant Principal

Pastoral Teacher

I acknowledge that my child _____ has been placed on a Behaviour Review Sheet and I have discussed the issues with him/her.

Parent's Signature

APPENDIX 5

Date: _____

SECOND SECONDARY BEHAVIOUR REVIEW

Dear Parents,

Your child, _____ has had 3 recordings in the Behaviour Record Book in the past week for the following unacceptable behaviours:-

This is your child's second review period during the term. For two weeks, your child will carry a Behaviour Review Sheet, which will be supervised by their pastoral teacher. They will be asked to complete the Review Sheet and to reflect on their behaviour. Please sign the review sheet each night. If your child is placed on a third review sheet in this term they may be externally suspended in accord with Catholic Education Office policy

Your child will participate in community service at lunchtimes for the duration of the behaviour review they will also miss out on Friday afternoon activities and will be supervised by a member of the Executive.

Please do not hesitate to contact us if there are any factors affecting your child's behaviour at present. Please return the slip below to the Pastoral Teacher tomorrow.

Kerrin Henderson
Assistant Principal

Pastoral Teacher

I acknowledge that my child _____ has been placed on a Second Behaviour Review Sheet and I have discussed the issues with him/her.

Parent's Signature

APPENDIX 6

INTERNAL ISOLATION

Date: _____

Dear Parents,

Your child, _____ has demonstrated the following unacceptable behaviours:-

We request you take this opportunity to speak to your child about this. As of tomorrow, for ___ days, your child will be working in the Administration Building and their recess and lunch breaks will be at different times to the student body. Your child will be supervised by an executive member of staff.

Your child will also miss out on Friday afternoon activities and be supervised by a member of the Executive.

Do not hesitate to contact us if there are any factors affecting your child's behaviour at present. Please return the slip below to the Referring Teacher tomorrow.

Kerrin Henderson
Assistant Principal

Pastoral Teacher

I acknowledge that my child _____ has been placed on Internal Isolation and I have discussed the issues with him/her.

Parent's Signature

APPENDIX 7

Behaviour Management Monitoring Sheet

STUDENT'S NAME	ROLLCALL GROUP	NOTE HOME	NOTE RETURNED	REVIEW SHEET	FRIDAY ACTIVITES	INTERNAL ISOLATION
				Sheet 1 Completed Yes / No Sheet 2 Completed Yes / No	Week 1 Week 2	
				Sheet 1 Completed Yes / No Sheet 2 Completed Yes / No	Week 1 Week 2	
				Sheet 1 Completed Yes / No Sheet 2 Completed Yes / No	Week 1 Week 2	
				Sheet 1 Completed Yes / No Sheet 2 Completed Yes / No	Week 1 Week 2	

APPENDIX 8

INDIVIDUAL BEHAVIOUR PLAN

Name _____ Year _____

Date of plan _____ Date of review _____

BEHAVIOUR TARGETS (maximum 3, negotiated with the student)

- 1.
- 2.
- 3.

METHODS AND RESOURCES TO MEET TARGETS

CRITERIA FOR SUCCESS

REWARDS

SANCTIONS

ACTION AND BY WHOM

SIGNED BY

Student _____ Parent _____

Pastoral Teacher _____ Assistant Principal _____