Name of Policy: PASTORAL CARE and WELLBEING POLICY

Date: Under review in light of MJR and PB4Learning
February 2015

Review Date: October 2018

OUR SCHOOL MOTTO

‘Every Day is a Journey’

OUR VISION

St James is a Catholic Parish school, called to be a caring partnership, of parents, students and pastor who:

• Seek to learn about God, the teachings of the Catholic Church and nurture a strong and confident faith.

• Encourage the pursuit of academic excellence and the attainment of each persons’ full potential.

• Work together to build a safe, healthy and Gospel centred environment.
Pastoral Care and Wellbeing Policy

October 2014

Rationale
St James School aims to provide a happy and safe environment for all with a focus on respect, justice, equality, love and forgiveness.

The ultimate aim is to develop self-discipline in all children by focusing on, and promoting reconciliation.

We endeavour to live the Gospel values in our every day lives, with a strong personal commitment to the well being of each child.

Pastoral Care Belief Statement
At St James School, we believe Pastoral Care is a way of life, it is about creating a positive school climate through the living out of the Gospel. At St James’, Pastoral Care is modelled on Christ’s love and is the active expression of genuine concern for each school community member.

We believe Pastoral Care is achieved through established relationships and the recognition of each person’s sense of worth, belonging and well-being. This is nurtured and strengthened through the Pastoral Care networks which underpin the school’s policies and practice.

We believe that everyone is involved in Pastoral Care and that it is the responsibility of the whole school community. It embraces a network of relationships among administrators, students, teachers, parents and the wider community. We recognise that Pastoral Care and Wellbeing cannot be seen as two separate entities.

Pastoral Care is essentially ‘loving one another as I have loved you’. It underpins the school’s vision statement. Pastoral Care is an intentional response to students needs such as:

- Self esteem, self-discipline
- Effective learning
- Developing social relationships
- Breakdown of family affiliations
- Purpose in life, motivation
- Moral and personal development
- A supportive and caring environment.
Pastoral Care Programs
The needs of individuals may be met at St James’ School through school community resources and programs. As a school we are constantly looking at programs that meet the specific needs of our students. Self-esteem building is an integral part of this program. It is hoped the children will learn the importance of being focussed and further developing a sense of self-control.

We recognise and value the importance of Religious Education as enriching our pastoral care, and the vibrant spirituality which energises the whole school program. Programs at St James’ which enhance Pastoral Care include:
- Religious Education
- Kinder Buddy Program
- LAP (Learning Assistance Program)
- Personal Development and Health programs
- Parent Assembly
- Recognition of the individual through awards
- Professional Counselling including Music Therapy
- School Mission & Values Facilitator
- Individualised programs facilitated by learning support staff
- Year 5/6 Leadership Program
- Kinder Transition Program

Wellbeing
At St James’ School, we believe Wellbeing is founded within the philosophy of Pastoral Care. The Wellbeing Policy at St James’ is aimed at fostering self discipline through students appreciating their power of free choice and an ability to bring about a change in behaviour. We believe that Reconciliation is innate in the understanding of Wellbeing, and that procedures will be restorative rather than reactive.

Wellbeing is about:
- Pastoral Care
- An emphasis on positive behaviours and affirmation
- Positive relationships
- Mutual respect
- Consistency and routines
- Developing innate potential and values
- Choices, autonomy and responsibility
- Mutual support from home and school
- Learning and accepting logical and sequential consequences

At St James’ School we believe that corporal punishment and ridicule is demeaning to children and will not be used in any form.
Classroom and Playground rules are drawn from the values underlying St James’ School Vision and Mission (4Rs)
- Respect for God
- Respect for Self
- Respect for Others
- Respect for the environment and property

Class Rules

School policy is that each class will formulate their own set of class rules and expectations at the beginning of the school year. These are negotiated and therefore owned by the children. Expectations should be formulated in a positive way. Consequences are clearly defined. In order to have consequences work, teachers need to develop a positive classroom climate based on cooperation, respect and a clear understanding of rights and responsibilities. Expectations and consequences need to be consistent.

Playground Rules

1. I will follow a ‘hands-off’ rule, where I do not hurt others
2. I will play in the correct area at all times
3. I will walk on verandahs and pathways to make it safer around the school for myself and others
4. I will wait sensibly on bus, parent pick up, OHSC or bike lines until directed by a teacher
5. I will stay out of school buildings unless a teacher is present
6. I will gain permission from a teacher before leaving the school grounds
7. I will remain on seats before 8:30am & waiting for parents after bus lines have left

General Courtesy Rules

8. I will show good manners and common courtesy towards other children, teachers and visitors to our school
9. I will wear my correct school uniform
10. I will respect and look after school property
11. I will care for the school environment
Agreed Staff Practice: Pastoral Care and Wellbeing

SCHOOL VISION / MISSION AND CORE VALUES

School Motto: ‘Every Day is a Journey’

Vision: St James is a Catholic Parish school, called to be a caring partnership, of parents, students and pastor who:

• Seek to learn about God, the teachings of the Catholic Church and nurture a strong and confident faith.

• Encourage the pursuit of academic excellence and the attainment of each persons’ full potential.

• Work together to build a safe, healthy and Gospel centred environment

Core Values: We work toward our Mission through the continued modelling, education and promotion of our core values (the 4 Rs)

• Respect for God
• Respect for Self
• Respect for Others
• Respect for our environment and property
### POSITIVE BEHAVIOURS FOR LEARNING

<table>
<thead>
<tr>
<th>Fundamental Beliefs</th>
<th>Supporting Strategies</th>
</tr>
</thead>
</table>
| 1. That a well-planned, organised and supervised playground/external activity will engage children and limit behavioural management needs. | - Playground / External Activities require effective planning and purposeful evaluation  
- Provide a wide range of maintained equipment and ‘play’ possibilities (e.g. passive play, Adventure playground, designated fields for team sports, organised games etc.) |
| 2. That children should feel safe, included and happy in playtime or out of class activities. | - Create, educate and communicate clear and concise rules and expectations to ensure a safe and happy environment  
- Educate and sustain programs/strategies that build children’s resilience and potential to recognize and respond to incidents of bullying |
| 3. That Staff model and acknowledge in students fair, inclusive and considerate interaction. | - Staff continually give positive feedback to children involved in helping others (eg ‘Seen doing the right thing’ raffle tickets, Awards)  
- Staff listen and follow up reported incidents and relate to Executive when necessary (eg in Playground folders)  
- Recognition and reward is given to children consistently living the 4R’s (St James’ Award) |
| 4. That Pastoral Care and Wellbeing are a co-responsibility and is fostered through consistent practice. That clear ‘Lines of Consequence’ are understood and promoted through the whole community. | - Staff, students and parents are well educated and have a common understanding about organisational practices, expectations and consequences.  
- Create regular opportunity for Staff to share pastoral concerns to gain common insights in managing changed or challenging behaviour/circumstances |
<table>
<thead>
<tr>
<th>Level 1 Reminder and Redirection</th>
<th>Level 2 Lunch time out (bench under Big Top)</th>
<th>Level 3 Office time out (contact Secretary or Executive to indicate OTO)</th>
<th>Level 4 Behaviour Management Meeting – Organise with Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running on cement</td>
<td>Swearing</td>
<td>Running on cement (multiple)</td>
<td>Intimidation of peers (serious bullying) (multiple)</td>
</tr>
<tr>
<td>Out of Bounds</td>
<td>Instances of minor bullying</td>
<td>Out of bounds (consistently)</td>
<td>Oppositional behaviour and/or to a staff member (multiple)</td>
</tr>
<tr>
<td>Hat not on head</td>
<td>Physical aggression</td>
<td>No hat (consistently)</td>
<td>Vandalism to property or environment</td>
</tr>
<tr>
<td>Unintended rough play</td>
<td></td>
<td>Out of uniform (consistently)</td>
<td></td>
</tr>
<tr>
<td>Inconsideration to others/property or environment</td>
<td></td>
<td>Placing self or others at risk</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disrespect to another person/environment or property</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 repeated instances of above behaviours from Lv1 or Lv2 goes to OTO</td>
<td></td>
</tr>
</tbody>
</table>

### Level 2 Lunch time out (bench under Big Top) (2):
- Running on cement (multiple)
- Out of bounds (consistently)
- Hat not on head (consistently)
- No hat (consistently)
- Out of uniform (consistently)
- Placing self or others at risk
- Disrespect to another person/environment or property
- Swearing
- Instances of minor bullying
- Physical aggression

### Level 3 Office time out (contact Secretary or Executive to indicate OTO) (3):
- Running on cement (consistent)
- Hat not on head (consistent)
- Unintended rough play (consistent)
- Out of uniform (consistent)
- Placing self or others at risk
- Disrespect to another person/environment or property
- 3 repeated instances of above behaviours from Lv1 or Lv2 goes to OTO
- Physical aggression - Fighting
- Intimidation of peers (serious bullying) (multiple)
- Oppositional behaviour, confronting and/or disrespect to a staff member or visitor
- Vandalism to property or environment

### Level 4 Behaviour Management Meeting (Organise with Principal) (4):
- Intimidation of peers (serious bullying) (multiple)
- Oppositional behaviour and/or to a staff member (multiple)
PLAYGROUND Care and Wellbeing

LINE OF CONSEQUENCE – EXPLANATION

Reminder and Redirection – Simple reminders and prompts to children which emphasise co-operative behaviour.

Bench Seat Time Out – (Bench seat under Big Top- Record in playground folders.) Children sent to ‘Bench Seat Time Out’ to ensure their health or safety or to let them know their behaviour is unsafe, inappropriate or becoming uncooperative. Playground Folder to be checked at each Executive Meeting and after 3 Time Outs a term an office time out will occur. Duration – 15 minutes.

Office Time Out – (Child/children are sent to the Office once teacher has stabilised the situation.) The Office will direct child/children to Senior Executive, who will investigate incident. A note informing parent is required to be signed and returned. Senior Executive after consulting with the child’s Classroom Teacher will decide if an interview is also to be requested. Duration – 25 mins. Forms and returned letters remain filed in Behaviour Management Folder.

Behaviour Management Meeting – Is organised by a Senior Executive in consultation with the Classroom Teacher taking into account the gravity, continuation or escalation of concerning behaviour. Parents/carers are involved and it may be necessary to include Assistants, Special Education Coordinator or ‘Field Experts’. A Behaviour Management Plan (BMP) is formulated, resulting from the meeting.
### Classroom – Fundamental Beliefs and Supporting Strategies

<table>
<thead>
<tr>
<th>Fundamental Beliefs</th>
<th>Supporting Strategies</th>
</tr>
</thead>
</table>
| 1. That a well-organised and engaging teaching/learning environment limits behavioural management needs | * To develop well-planned programs that cater for differentiation and diverse learning styles  
* To maintain clear and concise planning and procedures for ‘relief teachers.’ |
| 2. That a positive teaching/learning environment is the most powerful tool in promoting positive behaviour | * To create an environment that:  
  ▪ Is safe, secure and friendly  
  ▪ Promotes effective learning maximizing the use of alternative learning structures, movement and nutrition breaks, student-centred learning, new technologies and support personnel  
  ▪ Is characterised by positive reinforcement and constructive feedback  
  ▪ Fosters personal relationships and caters to individual’s needs  
  ▪ Has clear and well-communicated expectations / roles and a line of consequence |
| 3. That Behaviour Management is a co-responsibility and is fostered through consistent practice | * Staff, students and parents are well educated about the Behavioural Care & Education Policy. A Reference book for each class will document Policy and processes to ensure common understanding and consistent practice  
* The Policy and processes will be reviewed and adjusted to accommodate change or effectiveness  
* Regular opportunity at Staff meetings will allow sharing of pastoral concerns to gain consistent responses from staff for challenging circumstances |
### Classroom Pastoral Care and Wellbeing

#### Line of Consequence

<table>
<thead>
<tr>
<th><strong>Teacher Initiated Strategies</strong></th>
<th>Spot Time Out (Within Classroom designated by Teacher)</th>
<th>Office Time Out (contact Executive or Secretary to indicate O.T.O)</th>
<th>Behaviour Management Meeting – (Organise with Principal or A.P.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidation of Positive Behaviour and General Classroom Management</td>
<td>If a child does not accept reminders/redirections or chooses to vagrantly disregard or not support the Class Set of Rules</td>
<td>Continuation/escalation of uncooperative behaviour after Spot Time Out</td>
<td>Continuation/escalation of uncooperative behaviour after Office Time Out</td>
</tr>
<tr>
<td>Negotiate and publicise Class Set of Rules early in Term 1 (Drawn out of 4R’s)</td>
<td>Oppositional behaviour and/or disrespect to a staff member or visitor</td>
<td>Repeated oppositional behaviour and/or disrespect to a staff member or visitor</td>
<td>Repeated intimidation of peers (serious bullying)</td>
</tr>
<tr>
<td>Encouragement and Reward Systems</td>
<td>Intimidation of peers (serious bullying)</td>
<td>Repeated intimidation of peers (serious bullying)</td>
<td>Repeated vandalism to property or environment</td>
</tr>
<tr>
<td>Individual Teacher Management Strategies/Microskills</td>
<td>Vandalism to property or environment</td>
<td>Repeated vandalism to property or environment</td>
<td></td>
</tr>
<tr>
<td>Emphasise children’s positive behaviour as model or stimulus for others</td>
<td>Use of reminders and redirections to refocus or remind children of expected behaviour</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Classroom Pastoral Care and Wellbeing

LINE OF CONSEQUENCE – EXPLANATION

**Teacher Initiated Strategies** – The positive management strategies and practices each teacher facilitates in their classroom.

**Spot Time Out** – (Timeout Area *within* classroom designated by teacher). Children sent to Spot Time Out to ensure their health or safety or to let them know their behaviour is unsafe, inappropriate or becoming uncooperative. Duration – 3 to 5 mins)

**Office Time Out** – (Child/children are sent directly to the Office.) Teacher communicates via intercom that child has been issued O.T.O. Office informs Senior Executive, who will investigate, then counsel child on O.T.O. (Senior Executive gains further information from teacher when suitable). A note informing parents of O.T.O. is to be signed and returned. Senior Executive after consulting with the child’s Classroom Teacher will decide if an interview is to also be requested. Duration – remainder of session and next break.

**Behaviour Management Meeting** – Is organised by a Senior Executive in consultation with the Classroom Teacher taking into account the gravity, continuation or escalation of concerning behaviour. Parents/carers are involved and it may be necessary to include Assistants, Special Education Coordinator or ‘Field Experts’. A Behaviour Management Plan (BMP) is formulated, resulting from the meeting.
Pastoral Care and Wellbeing
Playground Time Out Slip - ES1/Stage 1
Student Reflection

Issuing Teacher ______________  Class _____  Date _____
Time_____  
Name ______________________  No of TO’s this Term

Through my behaviour I have not shown respect for (circle):
Environment/Property  God  Self
Others

What happened? (Write or draw a picture)

How can I improve? (Write or draw a picture)

Supporting Teacher___________________  Class__________________
Pastoral Care and Wellbeing
Playground Time Out Slip - Stage 2/3
Student Reflection

Issuing Teacher __________________ Class ______ Date _____ Time____
Name __________________________ No of TO’s this Term ___________

Through my behaviour I have not shown respect for (circle):
Environment/property  God  Self  Others

What happened:
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

How can I improve:
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Supporting Teacher________________ Class____________________
ST JAMES SCHOOL
Yamba

**Courtesy Letter: Office “Time out”**

Dear Parent/Carer,                                                                 Date: __________________________

This courtesy note is to inform you that your child ____________________________________

was placed on a Office “Time out” today for ____________________________________________

__________________________________________________________________________________

Please sign the slip below and return it to the Class Teacher tomorrow.

………………………………….
(Teacher)

I am aware that my child ____________________________ was placed on Office “Time out” at school
yesterday as a consequence of his/her behaviour. I have spoken to him/her about their misdemeanour.

Signed……………………………………………..   Date…………………………………………

Signed _________________________________________  Date: __________________________

ST JAMES SCHOOL
Yamba

**Courtesy Letter: Office “Time out”**

Dear Parent/Carer,                                                                 Date: __________________________

This courtesy note is to inform you that your child ____________________________________

was placed on a Office “Time out” today for ____________________________________________

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Please sign the slip below and return it to the Class Teacher tomorrow.

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(Teacher)

I am aware that my child ____________________________ was placed on Office “Time out” at school
yesterday as a consequence of his/her behaviour. I have spoken to him/her about their misdemeanour.

Signed……………………………………………..   Date…………………………………………

Signed _________________________________________  Date: __________________________
IMPORTANT

1. The use of corporal punishment is prohibited under any circumstance.

2. All people within the St James’ Primary Community have a right to feel safe, welcomed and valued. For this to occur, all people have a responsibility to understand and witness the School’s Vision, Mission and Values.

3. The following programs have been initiated at St James’ to assist emotional/behavioural care:

   **Mission & Values Facilitator** *(employed 2 days a week)*: The Facilitator works with individuals and small groups (e.g. Seasons) identified through teachers, parents and children in need of support. The Facilitator is ‘on call’ for ‘crisis’ support that is firstly communicated through the Executive.

   a. **LAP Program**: Volunteers engaged through the LAP Program, coordinated through the Mission & Values Facilitator, become long term ‘supports and friends’ for children requiring specific support and emotional well being.

   b. **Passive Playground**: The Passive Playground offers a controlled and closely supervised Lunch Play option.

   c. **Outside Expertise**: Staff employed by the Catholic Education Office in Lismore, as well as external experts, offer support networks for emotional and behavioural care. These contacts are usually coordinated through the Principal, Assistant Principal or Special Education Coordinator.