

Galilee Regional Catholic Primary School	System Update: 18.7.19	
Version 0.1	Date of Next Review: 18.7.21	



GALILEE REGIONAL CATHOLIC PRIMARY SCHOOL

PASTORAL CARE POLICY

RATIONALE:

Galilee Regional Catholic Primary School has a strong commitment to student safety as is reflected in our Vision Statement: “LOVE by fostering a safe, inclusive, active and positive community”. We continually strive to ensure that every student is safe from harm including all forms of abuse.

We exercise zero tolerance to abuse as stated in our Child Safety Policy and Code of Conduct. Corporal punishment is not used to discipline students at Galilee. As a Catholic school, Galilee Regional Catholic Primary School endeavours to instil into its community of students, staff and parents and friends, the values of:

- Co-operation
- Shared responsibility
- Equality
- Self-respect
- Mutual respect
- Empathy for others
- Equal opportunity.

Our Pastoral Care Policy and Student Wellbeing are central to our beliefs and actions.

At Galilee Regional Catholic Primary School we strive to create an environment, which facilitates the development and experience of responsible self-discipline.

Student Wellbeing is the concern and responsibility of our total school community. We work together to build an effective climate for pastoral care and to develop support structures for all staff to assist the teachers in implementing our Pastoral Care Policy.

This policy is consistent with: the Child Safety Code of Conduct; Anti-Bullying Policy; Parents, Visitors and Volunteers Policy; Staff Meeting and Staff Code of Conduct (Staff Procedures Handbook)

RIGHTS & RESPONSIBILITIES

Students Rights

1. To exercise individuality and have differences respected
2. To be treated fairly and justly

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3. To feel safe and unthreatened at school (physically, emotionally and spiritually)
4. To maintain and develop self esteem
5. To learn

Students Responsibilities

1. To allow others to be individuals and express opinions freely
2. To treat others with respect and courtesy
3. To allow others to work and learn without interruptions

Playground Expectations

1. Make sure you are playing in the right area at the right time, use the timetable to check which playground area you should be on
2. We must keep our hands, legs and objects to ourselves! No contact with any other student at anytime
3. Soccer Games must be played below shoulder height and no tackling in football games
4. No running on concrete areas. This includes Learning Street, as well as the concrete next to the Prep Classrooms and the Hall
5. Play nicely, no rough play
6. Include everyone, and treat others how we would like to be treated
7. Sports Equipment cannot be taken from the buckets until the Sports Leaders give permission, students should wait patiently in a straight line until then

RESTORATIVE PRACTICE - The Principles of Restorative Practice

Restorative Practice is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in our school community. It is focused on helping young people become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation. An important component of Restorative Practice is the focus on restoring relationships after harm has been done.

RATIONALE:

Education in schools is largely about relationships, which can often develop into conflicts which require resolution, forgiveness and healing. Restorative Practice helps students learn from their mistakes and reconcile and resolve problems with others.

The aim of this initiative is for our school to develop an understanding of restorative justice and learn skills and practices for use in the classroom. It is acknowledged that these prevention measures may require the use of interventions or consequences.

The Principles of Restorative Practice (from Catholic Education Melbourne) may include the following:

Foster awareness in the student of how others have been affected.

Avoid scolding or lecturing. This often results in the student reacting defensively. It distracts from noticing other people’s feelings.

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Involve the student actively. Instead of simply administering a punishment, which the student is expected to accept passively, a restorative intervention encourages the student to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this. The student is held accountable.

Accept ambiguity. Often fault is unclear and people can agree to accept the ambiguous situation.

Separate the deed from the doer. We can recognise a student’s worth, their virtues and accomplishments while disapproving of their wrongdoing.

See every serious instance of wrongdoing and conflict as an opportunity for learning. Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.

Restorative Practice must be systemic, not situational. Every attempt on an individual level to use these principles needs to be well supported by the school community.

Affective Questions

These questions are provided to school staff to assist in managing conflicts or potential conflict situations and working towards resolution. Many schools who are adopting the use of Restorative Practice strategies produce these questions and focus areas on small palm cards and on lanyards for easy accessibility, particularly while on yard duty.

Affective Questions Focus Areas:

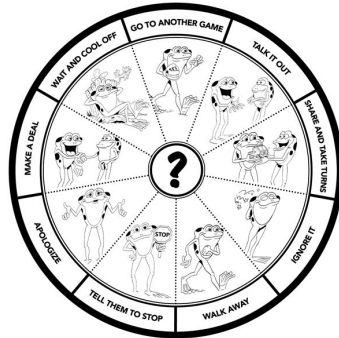
What happened?	Focus on the specific behaviour or incident without blaming.
How did it happen?	
How did you act in this situation?	
Who do you think was affected?	Draw out who was affected and how they were affected.
How were they affected?	
How were you affected?	
What needs to happen to make things right?	Direct questions toward problem solving what needs to happen to ‘make things right’.
If you find yourself in the same situation again how could you behave differently?	

Restorative Practice Strategies:

At Galilee Regional Catholic Primary School each classroom teacher conducts regular **Circle Time** conference activities. Circle Time activities are designed to increase self awareness, awareness of others, self-esteem, co-operation, trust and listening skills. Circle Time activities help everyone to express their feelings and understand what is important to them and their friends.

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A restorative approach involves the use of restorative language by teachers in managing relationship issues and conflicts and using *Kelso's Choice Wheel* to help solve problems and manage conflict in the classroom and playground.



Kelso's Choice Wheel

STEPS IN PLACE TO MANAGE INAPPROPRIATE BEHAVIOUR

INAPPROPRIATE BEHAVIOUR IN THE CLASSROOM

STEP 1

Restorative Practice strategies

STEP 2

Meet with student and another student/staff member (see Code of Conduct) to discuss nature of and reasons for misbehaviour. A logical consequence is chosen: e.g. 5-10 minutes time away in the classroom or with the teacher on yard duty, clean up mess in the classroom or write an apology letter.

STEP 3 (for repeated inappropriate behaviour)

If inappropriate behaviour continues, a logical consequence will be administered, e.g. time off the playground, time away in another classroom to complete a Student Behaviour Reflection form. Classroom teachers will communicate the incident to parents prior to the child leaving the school grounds. The Student Behaviour Reflection form must firstly be signed by the Deputy/Principal then sent home to be signed by the parent/guardian. A copy of the form must be made by the classroom teacher.

STEP 4 (for repeated inappropriate behaviour and/or extreme inappropriate behaviour)

Teacher consults with Deputy/Principal as to further strategies to be employed. The student may be required to spend a longer time in another classroom *(In-school Withdrawal). Communication is made with parents/guardians and a meeting may be required. A tracking behaviour plan may also be administered as an option.

STEP 5 (for repeated inappropriate behaviour and/or extreme inappropriate behaviour)

The school involves outside agencies e.g. Catholic Education Melbourne (CEM) Student Services, Alfred CYMHS and OnPsych.

***In-school Withdrawal** Withdrawal from class and/or other school activities should be a structured process to assist the student to return to acceptable behaviour. This process maintains a student's engagement and connectedness to school. An example is the provision of time out in an appropriate and supervised setting.

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The student needs to reflect on the behaviour and how it has affected himself/herself and others, reasons for preferring acceptable behaviours, and ways to find encouragement and assistance to achieve this goal.

INAPPROPRIATE BEHAVIOUR ON THE PLAYGROUND

STEP 1

Restorative Practice strategies

STEP 2

“TIME AWAY – THINK TIME – CALMING TIME”

Time away is a procedure whereby a student is behaving inappropriately sit by themselves under the supervision of a teacher. After a designated time the student is free to resume play.

STEP 3

If inappropriate behaviour continues, or extreme inappropriate behaviour occurs, students will be removed from the playground and placed in the office. Discussion will take place with either the Principal or Deputy Principal and if deemed appropriate, parents informed for further conferencing. The school involves outside agencies e.g. Catholic Education Office of Melbourne (CEOM) Student Services, Alfred CYMHS and OnPsych.

Please note that deliberate physical contact both in and out of the classroom, with the intent to hurt or serious incidents, may lead to a student being collected from school and/or sent to another classroom. Serious incidents will be dealt with more rapidly, with greater intent and greater severity.

NEGOTIATED TRANSFER, SUSPENSION AND EXPULSION

Should inappropriate behaviour continue, the Catholic Education Melbourne Student Wellbeing Officer will be requested to provide advice to the staff of Galilee Regional Catholic Primary School.

In the event of the inappropriate behaviour still persisting, Negotiated Transfer or Suspension and Expulsion will be considered in line with the Pastoral Care in Catholic Schools Policy (Catholic Education Melbourne).

Negotiated transfer of students in circumstances of a serious nature. In some serious circumstances, a change of school or a move to an alternative setting may be judged the most appropriate means by which a student’s wellbeing can be responsibly supported or restored. Such a change, known as negotiated transfer, offers opportunity for personal growth, and for a fresh start in an environment more suited to the student’s needs and circumstances. Negotiated transfer may also be an appropriate move by which the wellbeing of a school community can be protected (e.g. when a student’s continuing presence poses a threat to that community’s safety).

Suspension and expulsion of students. Under the most serious and extreme of circumstances, when a student has repeatedly engaged in serious wrongful behaviour, and all other appropriate behaviour management processes have proved unsuccessful, and the serious behaviour persists, it may be judged that the only responsible action left is expulsion. This is to be avoided in Catholic schools wherever possible. Only the principal has the authority to expel a student, having sought the prior approval of the diocesan Executive Director of Catholic Education.