

HOLY SPIRIT SCHOOL



PASTORAL CARE BEHAVIOUR MANAGEMENT POLICY

Pastoral Care Belief Statement

At Holy Spirit 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 Holy Spirit, 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.

We believe that Pastoral Care is the responsibility of the whole school community. It embraces a network of relationships among students, teachers, parents and the wider community. We recognise that Pastoral Care and School Discipline cannot be seen as two separate entities. A child who is presenting as a discipline challenge is a child in need of Pastoral Care.

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.

We recognise and value the importance of Religious Education as enriching our pastoral care, and the vibrant spirituality which energizes the whole school program. Programs at Holy Spirit which enhance Pastoral Care include:

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| - Religious Education | - Recognition of the individual through awards |
| - Making Jesus Real | - Professional Counselling |
| - Peer Support | - LAP program |
| - Seasons for Growth | - Personal Development and Health programs |
| - Buddy Classes | - Year Six Leadership teams |
| - Individualised programs e.g. IEP's, IBP's | |

Holy Spirit's behaviour management is inspired by the philosophy of restorative justice.

Restorative justice is about building communities of care around individuals while not condoning harmful behaviour, but holding individuals accountable for their actions within systems of support.

[Dr Brenda Morrison]

Restorative Justice is a whole school commitment to quality relationships. It establishes a philosophy and a set of practices that reflect a commitment to inclusiveness and collaborative problem solving. It provides us with strategies to manage students with challenging behaviours while maintaining the respect and dignity of all parties.

Key Values:

- Inclusivity
- Flexibility
- Problem solving
- Empowerment of students, teachers and parents
- Forward looking
- Optimistic

Key Principles:

- Separate the deed from the doer
- Talk about the effect of the behaviour on others and yourself
- Use “collaborative language”
- Joint problem solve to enhance responsibility
- Use future talk
- Make a realistic and achievable plan

Key Skills:

- Affective questioning
- Active listening
- Collaborative problem solving

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| Accountability | High | TO Punitive Authoritarian Stigmatising | WITH Restorative Authoritative Re-integrative |
| | Low | NOT Neglectful Irresponsible | FOR Permissive Paternalistic |
| Low ← Support → High | | | |

Serious behaviour is recorded in the “Serious Offence Book”, so that patterns of behaviour are visible. Any important issues which may negatively impact on a student at Holy Spirit, will be passed on to all staff at the earliest possible meeting. [Confidentiality is always respected]

Under no circumstances is corporal punishment of any kind to be administered to any child at Holy Spirit School.

The following is provided as a guide to the consequences/follow-up which may result from inappropriate behaviour.

Categories of Misdemeanours

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| Level 1 | Use of bad language Unruly behaviour in public places Ignoring teacher's instructions Defacing furniture or walls Addressing or answering an adult rudely Disruptive behaviour in class Refusing to accept punishment Bullying other pupils Engaging in physical violence Telling lies to teachers Spreading unpleasant or untrue rumours Unacceptable behaviour that causes damage Disobeying teacher's instructions | <ul style="list-style-type: none"> • Interview with Assistant Principal, class teacher and child. - may involve 10 min withdrawn in another class • A list kept of unacceptable behaviour • Parents informed • Interview with parents • Loss of minor privilege |
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| Level 2 | Truanting Leaving school premises without permission Deliberately damaging school property or the property of other pupils Stealing Deliberate physical violence Deliberate physical or verbal abuse of an adult | <ul style="list-style-type: none"> • On going diary to be kept of student behaviour signed by the student • Parents informed • High intensity interview with Principal, class teacher and child • Formal parent interview • Establish behaviour contract with the student • School counselling to be implemented • Suspension |
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NOTE: A particular behaviour may alter in its categorisation if occurring frequently or because of the particular situation.

Where students/families are in need of further intervention/assistance they may be referred to the following agencies:

- **Centacare**

A Counsellor from Centacare visits the school on a weekly basis. Students are referred by either the parents or the class teacher. Without infringing on the student or family's privacy, the class teacher is kept informed of a student's progress. Where meetings between the class teacher and the Counsellor are necessary, the principal will relieve the teacher to attend such meetings. Families may also be referred to Centacare's main office.

- **Medical Professionals** – Paediatricians, General Practitioners, Psychologists, Speech Pathologists, Occupational Therapists
- **Police**
- **Catholic School's Office**
- **Community Health**
- **Department of Community Services**

| Date Ratified | Principal's Endorsement | Review Due |
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