



Glengarry Primary School

Pastoral Care Policy & Guidelines (including Behaviour Management)

This policy is to inform school communities of the principles and responsibilities in providing effective pastoral care. Pastoral care is defined as the commitment to, and active demonstration of concern for, the growth and wellbeing of each student, as well as the broader school community. It focuses on cultivating an environment and culture that supports the physical, social, intellectual, and emotional development of every student.

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WHAT IS EXPECTED AT GLENGARRY PRIMARY SCHOOL

Glengarry Primary School will endeavour to develop, implement and maintain a policy on discipline. This policy outlines the school's methods for establishing good behaviour patterns and its responses to unacceptable behaviour.

WHAT IS A SCHOOL BEHAVIOUR MANAGEMENT POLICY?

The behaviour management policy provides details on:

1. The school's approach to pastoral care and positive classroom management.
2. The school rules, code of conduct, and other behaviour standards used in the school.
3. The roles and responsibilities of teachers and administrators in the behaviour management system.
4. The hierarchy of consequences the school applies when students are disruptive.
5. Procedures of informing and involving parents.

Glengarry Primary School aims at helping each child to develop a sense of self-worth, empathy towards others and encourages the pursuit of high standards.

There is a strong sense of community through caring for ourselves, others and the environment

Emphasis is placed on the values of respect and responsibility.

Glengarry Primary School fosters a mutually caring and supportive environment for children, parents and staff.

<u>SCHOOL CREED</u>

*Let us strive for excellence,
in our attitude to school and home.*

*Let us be like a family,
be respected and learn to respect others,
for our school is a loving place,
where all are equal.*

OUR VALUES

1. A pursuit of knowledge and a commitment to achievement of potential.
2. Self-acceptance and respect of self.
3. Respect and concern for others and their rights.
4. Social and civic responsibility.
5. Environmental responsibility.

SCHOOL MOTTO

Our school motto is *We Care*, the following values underpin this:

Responsibility
Confidence
Resilience
Persistence

Respect
Cooperation
Integrity
Compassion

OUTCOMES

1. All behaviour in the school will be consistent with the values and practices of our Code of Conduct.
2. Children will want to behave in accordance with the school rules.
3. Children will accept responsibility for their own behaviour.
4. Staff, children and parents will resolve conflicts effectively.
5. Staff, children and parents will communicate positively with each other.
6. Staff, children and parents will feel valued.
7. Staff, children and parents will feel safe and secure.
8. Staff, children and parents will cooperate and support each other.

GLENGARRY PRIMARY SCHOOL CODE OF CONDUCT

<p>Staff have the RIGHT to</p> <ul style="list-style-type: none"> • respect, courtesy and honesty • teach in a safe, secure and clean environment • teach in a purposeful and non-disruptive environment • cooperation and support from parents • be heard 	<p>Staff have the RESPONSIBILITY to</p> <ul style="list-style-type: none"> • model respectful, courteous and honest behaviour • ensure that the school environment is kept neat, tidy and secure • establish positive relationships with students, parents and community • ensure good organisation and planning • report student progress to parents • perform duties with integrity, honesty and fairness • respect the dignity of individuals and act in a fair, courteous manner
<p>Students have the RIGHT to</p> <ul style="list-style-type: none"> • learn without being disrupted by others • access appropriate curriculum and teaching strategies • be heard • be treated courteously and have their possessions respected by others • work in a safe environment • feel proud of their school 	<p>Students have RESPONSIBILITY to</p> <ul style="list-style-type: none"> • be prepared for all lessons • listen and respond to instructions • be honest, respectful and use appropriate manners • consider the RIGHTS of others • care for own property and only use others with permission • follow school rules • stay within school boundaries and play in designated areas • eat in designated areas • put all rubbish in the bin • wear appropriate clothing i.e. school uniform, suitable footwear and hat • protect all school property including gardens
<p>Parents have the RIGHT to</p> <ul style="list-style-type: none"> • be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare • be informed of their child's progress • access for their child to a meaningful and adequate education • be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. 	<p>Parents have the RESPONSIBILITY to</p> <ul style="list-style-type: none"> • ensure that their child attends school • ensure that the physical and emotional conditions of their child is at an optimum for effective learning • ensure that their child is provided with appropriate materials to make effective use of the learning environment • support the school in providing a meaningful and adequate education for their children • comply with school policy and procedures to ensure effective learning environment is provided • support the school in applying the school rules and behaviour management policy in respect of their child • make an appointment if they need a formal interview with the teacher or principal • respect the dignity of individuals and act in a fair, courteous manner.

Duty of Care

Duty of Care of students commences from the time that teachers are at school. A Duty teacher will supervise children before school from 8.20 – 8.45 in the Undercover Area. Duty Teachers will supervise play areas during recess and lunch breaks.

Rewards for Appropriate Behaviour

Classroom and Playground

Teachers will use verbal praise and may choose to negotiate with the students in their class to give rewards such as raffle draw, marble jar etc.

Teachers can award **House tokens** in class and in the playground. **House tokens** shall be awarded to students for demonstrating these values and behaviours:

- Resilience
- Persistence
- Confidence
- Cooperation
- Respect
- Responsibility
- Integrity
- Compassion
- Responsible behaviour
- Caring attitude
- Positive contribution
- Excellent school work
- Other behaviour that exceeds the “normal” expectations

Badges shall be awarded as follows;

- 20 House tokens = Principal’s badge
- 40 House tokens = Star badge
- 60 House tokens = Bronze badge (+ pencil)
- 80 House tokens = Silver badge
- 100 House tokens = Gold badge (+ pencil)
- 120 House tokens = Platinum badge
- 150 House tokens = Mega-star badge (+ pencil / surprise!)

Merit Certificates are awarded at school assemblies every three weeks to students who have demonstrated appropriate school behaviour, who have either improved schoolwork or who have achieved at high levels in their schoolwork. Teachers will notify parents that their child is to receive a Merit Award or We Care certificate via note home prior to the assembly.

“SCATER” – Super Cool Awesome Time, Extra Recess

“SCATER” will be held every Friday 10.20-10.30am with class teachers. It is to be an enjoyable activity that has been negotiated with the students.

- **Class Behaviour:** Students who have reached the second stage (In class timeout) twice in the week or have reached the third stage on the class tracking sheet on any day do not attend “SCATER” and go to the library for counselling with the Principal.
- **Playground Behaviour:** Students may also not attend “SCATER” for playground behaviour for high level (inappropriate language, fighting, bullying, teasing, hitting, fighting) offence or 3 minor offences in the week.

- It is at the Associate Principals discretion as to whether a student who has missed multiple SCATER times if they are required to have a detention.
- If a student misses SCATER 3 times in one term, the Associate Principal will contact the students' parents.

What is bullying?

The Department of Education defines bullying as *an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons who feel unable to stop it from happening.*

Bullying can take many forms. The *National Centre Against Bullying* identifies five kinds of bullying:

Anti-Bullying

Bullying takes many forms and can include:

- **Verbal Bullying**: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **Psychological Bullying**: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- **Covert Bullying**: Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share another's personal information.
- **Physical Bullying**: Includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property.
- **Cyber Bullying**: Involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

A strategy used in low-level bullying involves the use of *Kelso's Choices* – *these will be continually reinforced with children in junior primary classes.*

- | | |
|---|-----------------------------|
| ☺ | <i>Go to another game</i> |
| ☺ | <i>Share and take turns</i> |
| ☺ | <i>Wait and cool off</i> |
| ☺ | <i>Apologize</i> |
| ☺ | <i>Talk it out</i> |
| ☺ | <i>Walk away</i> |
| ☺ | <i>Ignore it</i> |
| ☺ | <i>Tell them to stop</i> |
| ☺ | <i>Make a deal</i> |



- **Bystanders to Bullying**:

Bullying also involves the concept of "bystanders". A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the whole school community need to be aware of their role in supporting

those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school community can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

Bullying **should not** be confused with teasing, rejection, random acts of violence or physicality and conflict. While children often tease or fight, this bickering should not be confused with bullying.

It is your responsibility to report bullying if it happens to you or someone else.

Role of students

You can help someone who is being bullied by:

- Caring enough to do something about it
- Tell the bully to leave the victim alone
- Report the bullying immediately
- Show that you and your friends disapprove of bullying

What can parents do to help?

- Identify the facts
- Set a good example
- Give constructive responses
- Use Kelso's Choices
- Assure the child that the situation can be changed
- Reassure the child this is not their fault
- Inform the school immediately

Consequences of Inappropriate Behaviour

Inappropriate behaviour at Glengarry Primary School is defined as patterns of behaviour which impedes the learning of others, or damages relationships between students themselves or the student and staff. It is also behaviour which prevents the teacher from teaching effectively or other students learning effectively.

The school has a “zero-tolerance” of violent behaviour and personal verbal abuse of students. Reports of such behaviour will be investigated by staff and school administration using a restorative practice process.

Playground

Duty teachers record playground misbehaviour on the *playground pastoral care sheets*.

Tracking stages are:

1. Record on the playground tracking sheet
2. If a serious incident occurs the duty teacher will use the “Playground Referral” (pink) to refer to administration
3. Administration will follow through with appropriate actions

Classroom

Class teachers use a range of low-key responses to positively re-direct minor and infrequent inappropriate behaviour. *Classroom pastoral care sheets* are to record ongoing and significant inappropriate behaviours.

Tracking sheets go with the class to specialist classes.

Tracking stages are:

1. Explicit verbal warning & record on tracking sheet.
2. In-class timeout (Year 1-3: 5 minutes / Year 4-6: 10 minutes)
3. Reflection sheet in library or at home.
4. Administration

Tracking sheets are kept in the office for future reference.

Students who have reached the second stage twice in the week or reached the third stage on any day on the behaviour tracking sheet will not attend SCATER and go to the library for counselling with the Associate Principal. Information from Tracking Sheets is added to the whole school record, i.e. Integris.

Students will not attend SCATER for playground behaviour for a major offence or 2 minor offences in the week.

Note: Students on Individual Behaviour Program's will be treated on a case by case basis.

Severity Clause

When a student or staff member is physically or verbally assaulted, the matter will be fast tracked and dealt with by administration. The URGENT ASSISTANCE REQUIRED card is to be sent to the office for Administration to attend and decide the appropriate action.

In-School Withdrawal

In-school withdrawal can apply for inappropriate classroom or playground behaviour where a student has either reached Level 5 of the Classroom Behaviour Tracking Sheet or has been fast tracked due to extreme or constant misbehaviour.

Administration will notify the parents/guardians of the in-school suspension and record the incident on Integris. The length of time for in-school suspension will be determined by administration.

Students given in-school withdrawals will have recess and lunch at times other than normal times.

Suspensions

Suspensions will be given at the discretion of Administration and may be issued for physical or verbal assault, intimidation of staff or students, damage to property, violation of classroom or school rules or illegal substances offences.

A re-entry interview will be held with the student, Administration and the student's parent(s). Conditions of re-entry must be accepted by the child for re-entry to occur.

If a student accumulates numerous suspensions, a case conference will be convened with parents/guardians, teacher, pastoral care personnel and school psychologist or external agencies. An action plan will be developed to address the needs of the student with a view to improving the behaviour of the student.

Repetitive Inappropriate Behaviour

“3,2,1” clause:

If a student receives THREE detentions, TWO in-school suspensions, OR ONE school suspension in a term, the student will NOT be permitted to attend the next incursion or excursion and will lose their ‘good standing’. Students start each Term afresh i.e. the 3, 2, 1 does not carry over holidays unless in exceptional circumstances, i.e. severe behaviour on last day of term.

Individual Behaviour Management Plans/Contracts will need to be developed for repetitive inappropriate behaviour and student services intervention may also be necessary.

Exclusions

The school may seek to exclude a student from school if the student's behaviour is repeatedly and/or constantly placing the safety and wellbeing of the school's students or staff at risk.

Proactive Programs

- Kelso's Choices where students are encouraged to deal with small problems themselves. If it's a big problem, see an adult.
- “You can Do It” program - Keys to Success
- Zones of Regulation
- Values program
- Use of support staff

Guidelines for Staff

- Follow the *Behaviour Management Plan* and promote the *School's Code of Conduct*
- Apply the principles and strategies of the “*Zones of Regulation*” Program and Kelso's Choices.
- Communicate with parents regarding positive and negative behaviour of students.
- School Psychologist referrals need to be made by staff and given to SAER or pastoral care coordinators.
- Keep written documentation of incidents of inappropriate behaviour on the pastoral care sheets. Records to be entered on Integris by Administration.
- Duty teachers are to be present at duty areas punctually and are to remain vigilant at siren time as children make their way back to class.
- Teachers not on duty are to return to class promptly following the siren.

Creating a Positive Environment

Physical Environment	anticipate problems – risk management set up for safety movement of students location of SAER students things to play with
Learning Environment	be prepared

	cooperative learning
	classroom rules – what to do
	set clear goals
Social Environment	be organised with books, equipment etc
	setting the tone, being a role model
	Teach explicit social skills
	being aware of classroom dynamics
	anger management, self-calming
	acceptance of individual differences
	striving for excellence
Playground Environment	clear and consistent rules
	cooperation between different age groups
	risk management

Concerns about behaviour management policy of the school

Any concerns regarding the behaviour management of children at school need to be directed to class teachers in the first instance. It is advisable that parents contact the school and arrange an appointment with school staff.

Parents may contact the School's Administration regarding any clarification of the Pastoral Care processes.



**AT GLENGARRY PRIMARY SCHOOL, WE CREATE
A POSITIVE, SAFE AND HAPPY ENVIRONMENT
FOR OURSELVES AND OUR COMMUNITY.**



Good Standing at Glengarry

Every child commences every school year with 'good standing'. Students maintain their 'good standing' by consistently following the Glengarry Primary School Code of Conduct. This is reinforced through teaching and learning across Glengarry Primary School.

While every student is entitled to an education, some school activities will require good standing for a student to participate. Examples of these include membership of inter-school teams, status as a student leader and participation in excursions, incursions and camps. Good standing may also be required for activities that take place on school grounds but which are organised by groups affiliated with the school, such as P&C discos.

Students who are suspended from school automatically lose their good standing. For behaviour that does not warrant suspension, Glengarry's philosophy is to adopt less intrusive, educative approaches before considering other alternatives. As a result, the vast majority of misbehaviour will be managed by a child's teacher in line with the school's normal pastoral care guidelines.

A discussion of a child's good standing will only occur with members of the school leadership team when a child has been sent to the office for poor decisions. In cases that do not involve suspension, this will normally involve three stages:

(a) Early Notification: The child will be advised that their actions are putting their good standing at risk. The Principal / Associate Principal will use age-appropriate language to let the child know the consequences of not making better choices in future. The incident will be recorded on the school's behaviour management database and the child's parents will be advised by telephone.

(b) Good Standing at Risk: If the child is sent to the office again within thirty days, a letter will be sent home to parents advising that the child's good standing is 'at risk'. A meeting will take place with the Associate Principal, teacher, parent and child to develop a behaviour contract clearly outlining the choices that need to be made for the child to ensure good standing.

(c) Loss of Good Standing: A child who engages in severe misbehaviour or who does not meet the requirements of their behaviour contract will lose good standing. Parents will be notified in writing and invited to meet with the Associate Principal. At this meeting, a new contract will be established clearly outlining the choices that the child needs to make in order to earn back their good standing.

The Principal / Associate Principal may choose to skip or repeat any stage of this process depending on the severity of the behaviour and the unique circumstances of the children involved.

Year 5 and 6 students will be required to sign Glengarry Primary School 'Good Standing' contract, prior to any school excursions.

Good Standing Contract

At Glengarry Primary School every child commences the school year with 'good standing'. Students maintain their 'good standing' by consistently following the Glengarry Primary School Code of Conduct. This is reinforced through teaching and learning across Glengarry Primary School.

While every student is entitled to an education, some school activities will require good standing for a student to participate. Examples of these include:

- membership of inter-school teams
- status as a student leader
- participation in excursions, incursions and camps.

Good standing may also be required for activities that take place on school grounds.

I, _____, understand that I will lose my 'good standing' if I break the Code of Conduct and have three or more detentions, two in-school suspensions or one school suspension.

I, _____, understand that if I engage in severe misbehaviour, as determined by the school Leadership Team, I will lose my 'good standing' status.

By signing the below, I acknowledge that I fully understand that a violation of the Code of Conduct will result in not being able to participate in a number of school activities. If I lose my 'good standing', it can be reinstated by a significant change in behaviour over a time determined by the Leadership Team.

Please sign and return *Good Standing Contract* to the classroom teacher

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Behaviour Contract

Name: Room: Year:

Teacher:

Week _____ Term _____

Date:	Monday	Tuesday	Wednesday	Thursday	Friday	<u>Goal:</u> I will. <u>Rating:</u> 3- Yes, I did 2- I sort of 1-No, I didn't
08:45 – 10:30						
Recess						
10:50 – 12:20						
Lunch						
1:00 – 3:00						
TOTAL						Review at end of full week. I will achieve more than a score of 50% to earn my good standing back.

BEHAVIOUR REFLECTION SHEET

Instructions:

- Draw a picture of how you should behave at school. You will do this:
 - ☐ At home
 - ☐ In the library (Somebody will take you).
- This will take around ten minutes.
- Ask your parents to sign the sheet and return it to your classroom teacher.

Message from _____ **(teacher's name):**

Name: _____

Room: _____

Date: _____

I need to think about how I can improve my behaviour.

☐ 1. I will not call out.

☐ 2. I will remain in my seat when required.

☐ 3. I will not distract others.

☐ 4. I will only talk at appropriate times.

☐ 5. I will respect other people.

☐ 6. I will show respect for property.

☐ 7. I will be on time to class.

☐ 8. I will follow instructions.

☐ 9. I will be prepared for the lesson.

☐ 10. I will listen when required.

Draw a picture of how you should behave at school:

COLOUR IN THE FACE

When I do the right thing I feel



When I do the right thing my classmates feel



When I do the right thing my teacher feels.



Signed: _____ (Duty teacher)
(Parent)

Signed: _____

YEAR 2-3

BEHAVIOUR REFLECTION SHEET



I need to think about how I can improve my behaviour.

My teacher has given me several reminders already. This reflection sheet is another chance to stop, think and make better choices.

Name: _____ Room: _____ Date: _____

Message from _____ (teacher's name):

Instructions:

- After eating your lunch, go to the library at 12:35 pm.
- Show this sheet to the duty teacher and find a quiet place to complete it.
- At 12:45 pm, show the reflection to the duty teacher who will sign it for you.
- Take this sheet home for your parents to sign.
- Return the sheet to your classroom teacher tomorrow.

If you are given a reflection sheet after 1 pm, you will need to complete it at home.

What happened?

Did you try any of these strategies? (Tick any that you used)

☐ Take three deep breaths

☐ Ignore

☐ Count backwards

☐ Move somewhere else

☐ Self-talk

☐ Do something else

☐ Think calm thoughts

☐ Talk to teacher

☐ Chill – take a break.

Next time, a better choice will be:

To fix things, I am going to:

☐ Say sorry

☐ Clean up

☐ Finish my work

☐ Make a plan

☐ Do something kind

☐ Problem solve

Signed: _____ (Duty teacher) Signed: _____ (Parent)

YEAR 4-6

BEHAVIOUR REFLECTION SHEET



My behaviour influences how I feel about myself and how others think of me. I need to think carefully about what I can do to improve.

My teacher has given me several reminders already. This reflection sheet is another chance to stop, think and make better choices.

Name: _____ Room: _____ Date: _____

Message from _____ (teacher's name):

Instructions:

- After eating your lunch, go to the library at 12:35 pm.
- Show this sheet to the duty teacher and find a quiet place to complete it.
- At 12:55 pm, show the reflection to the duty teacher who will sign it for you.
- Take this sheet home for your parents to sign.
- Return the sheet to your classroom teacher tomorrow.

If you are given a reflection sheet after 1 pm, you will need to complete it at home.

Please tick the rule(s) that you were not following:

- | | |
|---|--|
| <input type="checkbox"/> 1. I will not call out. | <input type="checkbox"/> 6. I will show respect for property. |
| <input type="checkbox"/> 2. I will remain in my seat when required. | <input type="checkbox"/> 7. I will be on time to class. |
| <input type="checkbox"/> 3. I will not distract others. | <input type="checkbox"/> 8. I will follow instructions. |
| <input type="checkbox"/> 4. I will only talk at appropriate times. | <input type="checkbox"/> 9. I will be prepared for the lesson. |
| <input type="checkbox"/> 5. I will respect other people. | <input type="checkbox"/> 10. I will listen when required. |

Who was affected by this behaviour?

How did your behaviour affect them? How do you think that they felt?

Three better choices would have been:

1. _____
2. _____
3. _____

To fix this, I have decided to:

Signed: _____ (Duty teacher) Signed: _____ (Parent)



Dear Parent / Carer,

At this week's assembly your child _____

will be receiving a: ☐ Merit Certificate
☐ You Can Do It Certificate

The assembly begins at 8.50am in the new Assembly Area.
I hope you can be there to share this occasion with your child.

Kind regards,

(Teacher)



Dear Parent / Carer,

At this week's assembly your child _____

will be receiving a: ☐ Merit Certificate
☐ You Can Do It Certificate

The assembly begins at 8.50am in the new Assembly Area.
I hope you can be there to share this occasion with your child.

Kind regards,

(Teacher)


Pastoral Care Procedures


(Pre-Primary to Year 3)



Where students do not follow school or class rules, teachers will use the following steps:

1. Positive Redirection *(not recorded on Pastoral Care Record)*
2. Note on Pastoral Care Record:
 - a. Explicit Verbal Reminder
 - b. Five minute time out in class
 - c. Reflection sheet completed in library
(at lunch or at home if after 1 pm)
 - d. Administration

 Children not following consequences or demonstrating extreme behaviour, such as verbal or physical abuse, will be fast-tracked to Administration.

 The consequences of being sent to Administration include parent notification, loss of good standing, in-school suspension and/or suspension.

Those children demonstrating expected behaviour may receive:

- | | |
|--|---|
| <input checked="" type="checkbox"/> In-class rewards | <input checked="" type="checkbox"/> "You Can Do It" Certificate |
| <input checked="" type="checkbox"/> Praise (teacher/ Principal) | <input checked="" type="checkbox"/> Merit Certificate |
| <input checked="" type="checkbox"/> SCATER (Super Cool
Awesome Time Extra Recess) | <input checked="" type="checkbox"/> House Tokens |


Pastoral Care Procedures


(Years 4 to 6)



Where students do not follow school or class rules, teachers will use the following steps:

1. Positive Redirection *(not recorded on Pastoral Care Record)*
2. Note on Pastoral Care Record:
 - a. Explicit Verbal Reminder
 - b. Ten minute time out in class
 - c. Reflection sheet completed in library
(at lunch or at home if after 1 pm)
 - d. Administration

 Children not following consequences or demonstrating extreme behaviour, such as verbal or physical abuse, will be fast-tracked to Administration.

 The consequences of being sent to Administration include parent notification, loss of good standing, in-school suspension and/or suspension.

Those children demonstrating expected behaviour may receive:

- | | |
|--|---|
| <input checked="" type="checkbox"/> In-class rewards | <input checked="" type="checkbox"/> "You Can Do It" Certificate |
| <input checked="" type="checkbox"/> Praise (teacher/ Principal) | <input checked="" type="checkbox"/> Merit Certificate |
| <input checked="" type="checkbox"/> SCATER (Super Cool
Awesome Time Extra Recess) | <input checked="" type="checkbox"/> House Tokens |

Glengarry Primary School Behaviour Management Process

1. Positive redirection

Use low key responses to address inappropriate behaviour. Not recorded on tracking sheet



2. Explicit verbal reminder

Record on tracking sheet.



3. Ten minutes time-out

Record on tracking sheet. Student works silently on class work in line of sight of teacher.



4. Complete reflection sheet.

Record on tracking sheet. Teacher writes one sentence summary of behaviour on top of reflection sheet.



Before lunch

At 12:35 pm, student takes reflection sheet to library. At 12:55, sheet is signed by duty teacher in the library and student returns sheet to classroom teacher. Teacher sends home for parents to sign.

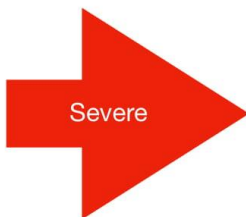


After lunch

Student completes reflection sheet at home and returns sheet (signed by parents) to teacher the next day. If not completed or returned, student completes at lunchtime in library.



Severe



5. Admin

PLAYGROUND REFERRAL

- ~ please complete and send with children (buddy & referred child) to the Library.
- ~ the slip at the bottom will be returned to the duty teacher.



CHILD'S NAME: _____ DATE: _____

YEAR: _____ ROOM: _____

Reason for referral:

DUTY TEACHER: _____

.....

PLAYGROUND REFERRAL ~ RETURN SLIP ~

The referred child has reached the Library and will be spoken to by Admin.

Principal / Deputy Principal: _____

PLAYGROUND REFERRAL

- ~ please complete and send with children (buddy & referred child) to the Library.
- ~ the slip at the bottom will be returned to the duty teacher.



CHILD'S NAME: _____ DATE: _____

YEAR: _____ ROOM: _____

Reason for referral:

DUTY TEACHER: _____

.....

PLAYGROUND REFERRAL ~ RETURN SLIP ~

The referred child has reached the Library and will be spoken to by Admin.

Principal / Deputy Principal: _____

House tokens shall be awarded to students for demonstrating these values and behaviours:

- Persistence
- Confidence
- Responsibility
- Respect
- Persistence
- Cooperation
- Integrity
- Compassion
- Excellent school work
- Other behaviour that exceeds the "normal" expectations
- TRYing

Badges shall be awarded as follows;

- 20 House tokens = Principal's badge
- 40 House tokens = Star badge
- 60 House tokens = Bronze badge (+ pencil)
- 80 House tokens = Silver badge
- 100 House tokens = Gold badge (+ pencil)
- 120 House tokens = Platinum badge
- 140 House tokens = Mega-star badge (+ pencil / surprise!)

What is bullying?

The Department of Education defines bullying as *an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons who feel unable to stop it from happening.*

Bullying can take many forms. The *National Centre Against Bullying* identifies five kinds of bullying:

1. Physical bullying

This is when a person (or group) uses physical actions to bully, such as hitting, poking, tripping or pushing.

Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. Verbal bullying

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. Covert bullying

Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. Psychological bullying

Threatening, manipulating or stalking someone.

5. Cyber bullying

Using technology, such as email, mobile phones, chat rooms or social networking sites to bully verbally, socially or psychologically

Bullying should not be confused with teasing, rejection, random acts of violence or physicality and conflict. While children often tease or fight, this bickering should not be confused with bullying.

Role of School Staff

Depending upon the level if incident, responses would include the use of a *restorative practice* process to understand, clarify and resolve the situation and work together towards repairing the harm caused; and this would include:

- a focus on what happened
- what harm has resulted
- what needs to happen to resolve the situation or repair the relationship

The Method of Shared Concern may be used for higher level events and include:

1. Talking with all students involved individually.
2. Identifying the concerns of all parties.
3. Establishing an agreement aimed at reconciling the situation.
4. Jointly negotiating how the agreement will be monitored

If there continues to be further bullying the situation would be considered of high severity. Parents of students involved in this process will

be notified and updated on the progress of the situation.

The Method of Shared concern will be modified to cater for younger students or students with special needs. It would also be modified to suit the complexity of the situation.

If the situation is a significant one, Administration will take over management of the case.

Consequences of bullying behaviour

If a child fails to respond to initial intervention or the bullying warrants escalated action. The school's Administration will;

- Counsel the child and provide time for individual reflection.
- Make contact with parents of all students involved
- Issue a relevant consequence i.e. detention, in-school withdrawal or suspension.

Rights and Responsibilities

Rights

Responsibilities

Feel safe

Act appropriately

Feel protected

Support others

Be respected

Respect others

Be valued

Value others

Be Pro-active!

Teachers will integrate values throughout the curriculum and use strategies such as *Kelso's Choices*, *You Can Do It*, *Stop Think Do* and Cooperative Learning strategies, including *Y charts*.

In the event of a bullying incident, teachers will attempt to establish the facts and deal with the situation at the classroom level using restorative justice including, whole class discussion or individual counselling.

Role of students

Don't be a "bystander"; you can help someone being bullied by:

- *NOT smiling, NOT joining in and NOT just watching!*
- *Telling the bully to stop!*
- *Reporting the bullying immediately to someone you feel comfortable with*
- *Showing that you and your friends disapprove of bullying*

It is your responsibility to report bullying if it happens to you or someone else.

What can parents do to help?

- *Identify the facts*
- *Set a good example*
- *Give constructive responses*
- *Use Kelso's Choices*
- *Assure the child that the situation can be changed*
- *Reassure the child that this is not happening because there is something wrong with them*
- *Inform the school immediately*

KELSO'S CHOICES

- ☺ Go to another game
- ☺ Share and take turns
- ☺ Wait and cool off
- ☺ Apologize
- ☺ Talk it out
- ☺ Walk away
- ☺ Ignore it
- ☺ Tell them to stop
- ☺ Make a deal



ANTI-BULLYING GUIDELINES

At Glengarry Primary School we aim to provide a safe environment where everyone feels valued, safe and where individual differences are accepted.



Playground Behaviour PCR

Week: _____ Term: _____

[illegible]

* Please initial when recording a student's behaviour in case there are any queries that require further follow-up.

Key:	1 = Not wearing hat	4 = Littering	7 = Swearing	10 = Disrespect of staff
	2 = Not following instructions	5 = Running on paths	8 = Fighting	11 = Other
	3 = Entering classrooms without approval	6 = Incorrect/rough play	9 = Inappropriate use of equipment	