

St Mary's Catholic Primary School

'The Common Good'



The principles which we work with to ensure a safe and nurturing environment are based on the Catholic Social Teaching of the 'Common Good'.

Everyone has responsibility for the common good as an embodiment of charity and justice.

The Catechism notes three essential elements of the common good:

- Respect for the individual
- The social well-being and development of the group
- Peace.

The St Mary's curriculum includes all opportunities given to students whether it is in the classroom, playground, sporting field or in the community.

Why = The Purpose

Our motivation? What do we believe?

Our Vision

St Mary's Catholic Primary School creates a safe and nurturing environment where all are welcomed with acceptance and treated with dignity, based on the Mercy traditions.

All are encouraged to grow into lifelong learners whose actions follow the model of Jesus and Mary.

Our Mission

We, the partnership of children, parents, staff, and parishioners celebrate our Faith and strive to live the Gospel Values by

Valuing Mary as a model of Love and Service

Creating a caring and cooperative environment

Respecting the dignity of each person

Pursuing personal excellence

Embracing the richness of our history

As a community, we are called to Love and Serve.

Our School Prayer

Thank you God for all the gifts you have given to St Mary's.

Please help us live up to our school motto of 'Love and Serve.'

Mary, our Mother, teach us to be good friends, to work well and to play fairly.

We ask this through Christ our Lord. Amen.

Gospel Values: Respect, Faith, Justice, Service, Joy

How = The Process

Specific actions taken to realise the why.

Respect for the individual	Social well-being of the group
<ul style="list-style-type: none"> • Each student's age, cognitive development and circumstances are understood and catered for in every interaction. • Forgiveness is always enacted: <ul style="list-style-type: none"> - Responsibility: Accept what has happened. - Remorse: A gateway to positive behaviour change. - Restoration: Make amends. - Renewal: Learn from the experience. 	<ul style="list-style-type: none"> • St Mary's curriculum (8:10 to 3:20) caters for all students. • All staff fulfill their agreed obligations in delivering the curriculum. • All staff understand the agreed processes and protocols for each interaction.

What = The Result

What do we do? The result of why. Proof.

Respect for the individual	Social well-being of the group
<ul style="list-style-type: none"> • Every student is respected, is provided with a safe and nurturing environment and has a clear 	<ul style="list-style-type: none"> • Processes and protocols are followed, improved, altered and fit for purpose.

understanding of the expectations of this community.	
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Code of Behaviour

We respect the rights of all members of our school community.

We are responsible for our own behaviour.

We settle our differences peacefully.

We are all responsible for making our school a safe place.

We respect and value the ideas, culture and property of others.

We are courteous, co-operative and considerate.

St Mary's School Rules

We respect the rights of all members of our school community.

We listen when others are speaking on assembly, in our classrooms.

We greet visitors to our school respectfully and warmly.

We will acknowledge any helpers in our school with "please" and "thank you" and "excuse me".

We are responsible for our own behaviour.

I will not bully anyone, and I will report bullying of others and myself.

I will not do anything that could cause injury to another.

I will obey instructions given to me by teachers or other responsible adults.

I will only play in the areas permitted at the times permitted.

I will put my rubbish in the bin.

I will wear my school uniform correctly and with pride at all times.

We settle our differences peacefully.

I will own up when I have done the wrong thing.

I will say sorry and try to make up for my mistakes.

I will not fight.

I will not touch others in an unwelcome manner.

I will not use offensive language, call names or tease others.

We are all responsible for making our school a safe place.

I will report any unsafe behaviours to a teacher.

I will report any unsafe places to a teacher.

I will use school equipment carefully.

I will keep my school bag neatly on the shelf.

I will enter and leave the school by the correct gate.

I will not run on the concrete paths.

I will stay away from out-of-bounds areas.

I will always wear my hat when I play outside.

I will not be in a classroom without a teacher present or without a teacher's permission.

We respect and value the ideas, culture and property of others.

I will ask permission before borrowing others property and I will return it in the same condition.

I will make sure that I have the tools I need for school each day.

I will ensure that all my property is clearly marked.

I will only use language that is acceptable in the school area.

I will leave toys and valuable personal items safely at home.

We are courteous, co-operative and considerate.

I will speak politely at all times.

I will stand back from doors and allow people to leave rooms carefully.

I will stand aside for my elders.

I will use people's correct names.

I will not make fun of others.
I will obey our classroom rules.
I will knock on a teacher's door before entering.
I will take my hat off inside rooms.
I will walk around the school in a quiet and orderly manner.

Roles and Responsibilities

Students:

- Contributing to and supporting the school's behaviour expectations
- Making good choices that are rewarded with positive consequences
- Taking responsibility for one's own choices and actions
- Demonstrating a commitment to working with staff and other students

Parents and Carers:

- Supporting the ideals of The Common Good and procedures by working with staff to reach the desired outcome/s
- Proactive communication with the school to help prevent ongoing concerns
- Reinforcing consistent expectations at home
- Showing goodwill towards the process

Teachers:

- Collaboratively establish a Classroom Covenant with students (See Appendix 1)
- Ensure a safe learning environment for all children
- Upholding school behaviour expectations by following the agreed procedures
- Inform leadership about repeat behaviours or major incidents
- Clear communication with parents about positive and negative student behaviours
- Use of Pastoral Care Entries and Records of Concern to track behaviours
- Ensuring safety of students
- Creating and communicating a set of clear classroom expectations
- Creating and communicate clear and fair consequences for inappropriate behaviour
- Keeping classroom noise to an appropriate level
- Keeping class noise to an appropriate level when moving around the school
- Ensuring students are working to capacity
- Maintaining a tidy classroom
- Discouraging inappropriate language eg. crap, gay, sux, idiot, minor swearing
- Monitoring correct uniform
- Ensuring no graffiti of desks/damage
- Discouraging rudeness to staff or other students
- Monitor movement around room and to toilets
- Monitoring and following up on lateness and unpreparedness to class
- Not tolerating bullying
- Ensuring appropriate behaviour on assemblies
- Documenting and communicating all children's inappropriate behaviour - reflection sheet
- Ensuring adequate supervision for lunch time consequences
- Dealing with minor playground issues
- Annual teaching of the Daniel Morcombe curriculum

Leadership Team:

- Allocation of resources and/or personnel
- Referral to specialists as required
- PC Entries and Records of Concern monitoring to collate behaviour data
- Provide time out opportunities for self-regulation
- Ensure a safe learning environment for all children
- Support staff
- Provide staff with professional development opportunities to support behaviour management (Berry Street)
- Organise opportunities for feedback through classroom visits
- Following up on students consistently not in uniform/hair issues

- Monitoring and providing consequences for students who misbehave across a number of classes
- Pastoral care of students
- Major playground issues
- Continued behaviours will see meetings with parents/carers to consider if the student is able to participate in a caring and nurturing environment. Suspension or ending of enrolment may need to be considered.

Playground Duty Responsibilities

- Supervision of students is a professional responsibility. Staff have a duty of care at all times and are required to be particularly vigilant during specified supervision times.
- Supervision is more than a presence. It is essential that the person on duty circulate amongst students and be proactive in their duty of overseeing the safety and well-being of students.
- Professional responsibility requires that a teacher does not leave duty until a relieving colleague is present. At the conclusion of play, the teacher on duty must ensure that all students proceed to their assembly areas in an orderly manner before leaving the area themselves.
- Playground duty provides an opportunity for teachers to get to know students other than those in their particular year level. It is an opportunity to know all students and to be known by them.
- Playground duty provides an opportunity for effective Pastoral Care. The needs of students, e.g. the 'lonely student' who has difficulty in making friends or in establishing relationships with peers or in using appropriate social skills, can and should be addressed.
- Mobile phones to be taken on duty
- Teachers must wear a sun safe hat

Acceptable discipline practices of minor behaviours

- ✓ Extensive use of positive reinforcement within the classroom.
- ✓ Tactical ignoring of behaviour (never ignore rude, arrogant calling out, swearing, defiance or aggression).
- ✓ Casual statement or question-which seeks to prevent unnecessary conflicts arising.
- ✓ Simple directions-express intent clearly and simply, rather than get involved in long winded discussion.
- ✓ Expectation reminder-teacher simply restates the classroom expectation.
- ✓ Distraction and diversion-anticipate a disruption or problem and distract or direct the student.
- ✓ Deflection-acknowledge student's frustration, anger or anxiety and refer back to appropriate behaviour.
- ✓ Giving simple choices-where the student has to choose a responsible alternative.

Unacceptable discipline practices

- Whole group punishment for the actions of one or a few students
- Personal insults/sarcasm/embarrassment.
- Unsupervised timeout.
- Sending students out of the classroom for long periods of time.
- Meaningless write-outs.
- Corporal Punishment. It is Diocesan Policy that Corporal Punishment will not be used under any circumstance.
- Excessive material rewarding of students.

St Mary's Procedures for Physical Contact

All inappropriate physical contact should be immediately acted upon.

The following is a guide to procedures, keeping in mind that every incident is unique. Responses suited to level of physicality, age of student etc.

- Students should be separated and checked for injury.
- Those who have been struck should be given immediate first aid and parents contacted by a leadership team member, preferably the principal.
- Those who have struck another student should be removed from contact with other students and the parents contacted by a leadership team member, preferably the principal. Student goes home immediately or is kept in the office until the end of the school day.
- Re-entry interview is always requested for the family of the student who instigated the contact.
- A Pastoral Care Entry should be completed as soon as practicable by the person who was first on the scene.
- Incident is noted in 'Students of Concern' meeting between APRE and Principal. Ongoing monitoring of behaviour established.

Examples of Pastoral Care Entries:

Example 1

PC Entry:

While lining up to go to class, Student A struck Student B in the face causing him to fall to the ground. Student B received immediate first aid. Student A was sent to the office and then referred home.

Response:

Principal was immediately involved. Parents immediately phoned and collected Student B and took him to the doctors after incident was described and discussed. Parents of Student A came to school for an interview. Student A then went home and was suspended for 3 days. Re-entry interview arranged and Student A was placed on an individual behaviour management plan. Incident was discussed with the classroom teacher.

PC Entry noted in 'Students of Concern' meeting between APRE and Principal.

Example 2

PC Entry:

Student A was seen kicking Student B in the shins during play time. Student A was sat out for the remainder of play. After lunch, I followed up with Student A and she did not give any information as to why she was behaving in this manner. Student A spent second break in the office with APC. APC also phoned Student A's parents. I followed this up with a discussion with Student A's mother at pick up time. Follow up -(APC) I also rang Student B's mother and let her know what had happened as Student A had been kicking her yesterday as well.

Response:

As stated in the PC Entry. Further monitoring of Student A was done over the ensuing days and parent updates given.

PC Entry noted in 'Students of Concern' meeting between APRE and Principal.

Example 3

PC Entry:

Student B came to me and said Student A had pushed her. I asked Student A and he admitted to the behaviour. As a result of his choices, Student A sat out for a short period of time.

Later, I observed Student A 'shaping up' to another child (chest out, close to the other child's face, very negative facial expressions) and I called him to me. When I asked Student A what had happened, he said the other child was happy and that he did not want him to be happy and smiling. Student A was visibly upset, and I encouraged him to take a moment to calm his thoughts. Student A curled up in a ball on the carpet and cried very loudly. I sent him for a drink of water and after a short time he re-joined the class. Student A happily went off to second break.

Response:

As stated in the PC Entry. Further monitoring of Student A continued.

PC Entry noted in 'Students of Concern' meeting between APRE and Principal.

Appendix 1

Guide to Creating a Class Covenant

A **Covenant** is a document created by a group of people which displays the values they want to live by, work by and follow. It dates back to Jesus' time and is a great way for groups to form a bond and follow a common goal.

Here is a suggested process for creating your class covenant:

Step 1: Put the students into groups of mixed ability, friendship etc. The groups must be seated physically in groups either on the floor or arrange tables and chairs appropriately.

Step 2: Introduce the concept of a **Covenant** (use the above definition if required).

This learning experience provides students with the opportunity to explore and develop an understanding of how visual features can be used to communicate information. It needs to be carried out in a meaningful context and encourages the students to promote a positive environment within their class.

Step 3: Give each group A3/butcher's paper and coloured markers.

Each group is to create a Y-Chart, exploring what they want their classroom to look like, sound like and feel like. You may need to model this on the board before the task starts and brainstorm some ideas.

This part of the activity needs to be thorough, and the students really need to focus on what they would see in their room, hear in their room and the feel of their room (the *vibe* people would get when they walk in).

Step 4: Each group reports back to the whole class. Teacher writes responses on the board and leads a class discussion on the class's values.

Step 5: Each group needs to use this information to create 4-5 sentences about what they want the class to be like: their expectations. These sentences focus on positive aspects, for example:

- As individuals we will strive to be the best that we can in all aspects of our lives.
- Everyone is welcome into our safe, comfortable and fun environment.
- Everyone has the right to an equal say and the right to be listened to.
- Treat others as you would want to be treated.

Step 7: Each group brings back their own expectations to be discussed at classroom level. Display them on the board and as a class discuss and then vote on the 4-5 expectations that will be followed throughout the year.

Step 8: Students brainstorm a range of "**Catch phrases**" to encompass the expectations and vote on what catch phrase to use for the year.

This binds everything together to create a vital piece of the behaviour management structure within the classroom.

The students take ownership of this, as they have been the ones to create it (it is important to emphasise this)!!

Some examples include:

- Friendships bloom in our room*
- PM – The Peace Makers*
- We are kind, colourful, caring and creative – 2B is great mate!*

Step 9: The expectations and catch phrase are typed/written up and signed and dated by everyone in the classroom as a contract and acceptance of the Covenant.

Step 10: The class decides upon a creative way to display the Covenant in the classroom and also a creative way to present it at assembly (Covenants could be presented at assemblies at the beginning of the term).

Step 11: Create the Covenant!

Step 12: Display the Covenant!

Step 13: Regularly refer to the Covenant as part of teaching, learning and culture building.

Step 14: Follow the Covenant!