

St Peter's School Culture of Care *Guidelines*



Our Purpose

The aim of the Culture of Care Guidelines at St Peter's School is to ensure a safe and secure learning environment where all children have access to a range of learning opportunities. It is informed by St Peter's **CULTURE OF CARE** and **ANTI-BULLYING Policies** developed in **2011 and 2013 by the School Board**.

At the heart of these policies is the statement that,
'St Peter's School will promote a safe and caring environment that will be concerned with the dignity and integral growth of the individual.'
The values of **respect, care and dignity** are the foundations of these guidelines.

Through the implementation of the guidelines children will progressively learn to develop self-discipline by:

- demonstrating an empathy for the dignity and uniqueness of all;
- showing respect for self and others; and
- caring for others and themselves.

The aim is for students to learn how to control their own behaviour rather than relying on the teacher for control. We want our classrooms to be encouraging and conducive to learning at all times. Our approach encourages students to exercise self-discipline through reflection and self evaluation.

These guidelines are informed by two behaviour theories

1. Raise Responsibility – Discipline Without Stress, Punishment or Reward
2. Choice Theory/ Reality Therapy

St Peter's Culture of Care guidelines are not a stand alone program but is one part of many that St Peter's has to ensure a safe working environment for all. The other elements are as follows;

- clear classroom expectations
- positive in class reward systems (minus lollies)
- Making Jesus Real
- God moments of the week
- Year 7 leaders with no hierarchy to encourage shared leadership
- Buddies
- Peer Support
- Anti-Bullying guidelines
- Student Protection lessons

Key components of these guidelines

- Clear communication
- Building positive relationships
- Setting high expectations

CLEAR COMMUNICATION- POSITIVE RELATIONSHIPS- HIGH EXPECTATIONS

Who is involved?

LEADERSHIP TEAM

- Allocation of resources and/or personnel
- Referral to specialists as required
- Ensure a safe learning environment for all children (See **Appendix A** for more information regarding Leadership Team responsibility)

STAFF

- Implementing the management plan in classrooms and in the playground
- Collaboratively establish a set of clear and simple class expectations with students
- Ensure a safe learning environment for all children. (See **Appendix A** for more information regarding teacher responsibility)

PARENTS

- Supporting the ideals of the Culture of Care and procedures by working with staff to reach the desired outcome/s.
- Reinforcing consistent expectations at home
- Showing goodwill towards the process

STUDENTS

- Contributing to and supporting the school's behaviour expectations
- Making good choices that are rewarded with positive consequences
- Taking responsibility for ones own choices and actions
- Demonstrating a commitment to working with staff and other students to help create a culture of care for all at St Peter's.

Rights of Each Child

All children have the right to learn in a supportive and caring environment. Disruptive behaviour from one or a few students compromises that right and therefore must be dealt with in the appropriate manner.

A Culture of Care Behaviour Management Plan

CLEAR COMMUNICATION- POSITIVE RELATIONSHIPS- HIGH EXPECTATIONS

Level	Behaviours	Consequences	Who is involved
1	Expected behaviours in class & on playground.	Praise, positive reinforcement, class reward system, access to all school activities.	All staff members, fellow students.
2	Not following agreed classroom or playground expectations	Refer to your in class behaviour management plan and remind student of consequences of repeat behaviours . Teacher on duty reminds students of rules and consequences (Appendix B – Playground Duty Procedures and Responsibilities)	Classroom teacher Teacher on duty
3	Repeated Level 2 behaviours OR <ul style="list-style-type: none"> Ignoring instructions Petty theft Tampering with or damaging property 	Classroom teacher acts on agreed consequences, can ask student to complete a Reflection Sheet (Appendix C), contact parents to discuss behaviours and consequences. Teacher on duty directs student to stop play and reports incident to class teacher If inappropriate behaviour relates to physical contact then follow physical contact procedure as outlined in Appendix F .	Classroom teacher, parents, teacher may wish to discuss with a member of leadership team. Teacher on duty and class teacher, possibly parents.
4	Repeated Level 3 behaviours, showing no signs of remorse OR <ul style="list-style-type: none"> Intentional swearing Disrespecting staff Physical contact Repeated teasing or bullying 	Student to complete a Reflection Sheet and staff member will discuss the situation with the Principal. Principal, in consultation with the staff member, may choose to speak with the student, remove the student from the classroom for a period of time or ask that all future displays of inappropriate behaviour be referred to him/her for a period of time. It would be necessary at this stage for the staff member to contact the parents to inform them of the behaviour and consequences. This would be done in person or by phone (NOT E-mail). Physical contact follow physical contact procedure (Appendix F)	Teacher, Principal, Parents

CLEAR COMMUNICATION- POSITIVE RELATIONSHIPS- HIGH EXPECTATIONS

5	Repeated Level 4 Behaviours	Immediately removed from the classroom. Suspension form completed (Appendix D) & 1 day in school suspension. Individual behaviour management plan (Appendix E) Parents contacted by Principal and required for interview to discuss suspension, behaviour plan and counselling .	Principal, Teacher, Parents.
6	Breach of Individual Behaviour Plan	Student removed from class. Parents contacted and student removed from the school for the remainder of the day. Student and parents required to meet with Principal before student reenters school. 3 day in school suspension. Counselling continues. Assistant Director informed of the situation.	Principal, Parents, Assistant Director
7	Further breaches	Suspension from school ~ the length of suspension will vary depending on the severity of the offence. Repeat steps in Level 6.	Principal, Parents, Assistant Director
8	Inability to meet students needs	Enact DCEO policy for termination of enrolment.	

Acceptable discipline practices of minor behaviours

- ✓ 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. (This assumes a set of class expectations has been developed by the class).
- ✓ Question and feedback-break into the disruption cycle with a question.
- ✓ Distraction and diversion-anticipate a disruption or problem and distract or direct the student.
- ✓ Diffusion-taking the heat out of a problem with appropriate humour.
- ✓ Deflection-acknowledge student's frustration, anger or anxiety and refer back to appropriate behaviour.
- ✓ Blocking statements-to overcome an argumentative student.
- ✓ Giving simple choices-where the student has to choose a responsible alternative.
- ✓ **Extensive use of positive reinforcement within the classroom.**

CLEAR COMMUNICATION- POSITIVE RELATIONSHIPS- HIGH EXPECTATIONS

Example of questioning technique to alter behaviour of a student;

- What are you doing?
- What are our expectations?
- What do you think will be the consequences of continuing this behaviour?
- Is this what you want to happen?

Example of questioning technique if behaviour continues;

- What are you doing?
- What did we agree the consequences would be the next time you were disruptive?
- Where do you need to be?

Unacceptable discipline practices

THE FOLLOWING PRACTICES ARE UNACCEPTABLE AND WILL NOT BE USED BY STAFF AT ST PETER'S SCHOOL:

- **Whole group punishment for the actions of one or a few students** eg. keeping the whole class in until a student 'owns up' to a particular action. When the situation is at this stage the likelihood of the guilty party owning up is fairly remote and therefore an alternative approach is required.
- **Personal insults/sarcasm/embarrassment.** Actions like this serve only to erode the self-esteem of students and do little to develop any self-discipline for the student involved.
- **Unsupervised detention.** If students are placed on detention (timeout) they must be adequately supervised and not left to complete an assigned task alone or in the company of other students.
- **Sending students out of the classroom for long periods of time.** On occasions it may happen that the child is sent from the room to allow the child (or the teacher) some space to cool down and have some time out of the room before rejoining the class. In cases when a student is persistently disrupting the class, this step may be necessary on the understanding that the child may rejoin the group when he/she can follow the class rules.
- **Meaningless write-outs.** Whilst write-outs given to assist students learn and/or memorize facts and figures is a valid strategy, there is a point where this strategy becomes a meaningless exercise with little hope of achieving the desired outcomes as outlined above.
- **Corporal Punishment.** It is Diocesan Policy that Corporal Punishment will not be used under any circumstance.
- **Excessive material rewarding of students.** Students should not be excessively rewarded for expected behaviours, rather positive feedback and a sense of success should be what primarily motivates students.

Appendix A

Responsibilities of the Classroom teacher

- * Ensuring safety of students
- * Creating and communicating a set of clear classroom expectations for students
- * Creating clear, fair consequences for incompleteness of homework
- * Keeping classroom noise to an appropriate level
- * Ensuring students are working to capacity
- * Maintaining a tidy classroom
- * Discouraging inappropriate language eg. crap, gay, suck, idiot, minor swearing
- * Controlling general classroom behaviour
- * Monitoring correct uniform
- * Ensuring no graffiti of desks/damage
- * Not tolerating swinging on chairs
- * Discouraging rudeness to staff or other students
- * Controlling movement around room
- * Monitoring and following up on lateness and unpreparedness to class
- * Not tolerating bullying
- * Ensuring appropriate behaviour on assemblies
- * Documenting and dating all children's inappropriate behaviour
- * Minor playground issues

Responsibility of the Leadership Team

- * Following up on students consistently not in uniform/hair issues
- * Dealing with any inappropriate consistent in class behaviours, after teachers have applied a variety of strategies, eg. Non completion homework, constant talking, rudeness or bullying
- * Monitoring and providing consequences for students who misbehave across a number of classes
- * Pastoral care of students
- * Major playground issues
- * Additional misbehaviours that may be met at this level include;
 - minor theft
 - consistent bad language
 - disrespect
 - refusal to comply
 - consistent back chatting
 - lying
 - stealing
 - serious vandalism
 - physical fighting
 - truancy
 - consistent bullying/harassment
 - gross physical violence/rudeness

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APPENDIX B

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.
- No mobile phones or hot liquids are permitted when on duty.
- Teachers must wear a sun safe hat and safety vest (except for duty in the library)

Play Areas

- Prep Area - Prep Playground and front of school to the fence
- Upper Spencer St - Adventure Play Equipment (**Years 1-3**) and adjoining lawn – **First Lunch (Years Prep 1&2) Afternoon tea**
- Playing Field – Henry and Ward Streets, **Adventure Play Equipment (Years 3-6)**
- Court and concrete outside library
- Library – quiet play, board games and reading (no computers to be used)

WE ENCOURAGE OLDER STUDENTS TO BE CONSIDERATE OF YOUNGER STUDENTS AND TRY AND ACCOMMODATE THEM IN GAMES WHERE POSSIBLE – MUST BE MONITORED CLOSELY BY TEACHERS ON DUTY

Play equipment is stored in trolleys in downstairs classrooms for use at playtime. **Staff on duty should check at the end of play that it is being returned.**

No balls or equipment before school duty, including handballs.

Adventure playgrounds are out of bounds before and after school.

Staff can instruct children to pick up rubbish as they see fit – it should not be ignored by staff and students alike.

Areas Out of Bounds

- All parts of the Church building including verandahs and steps - students are allowed to move behind the church but not linger there
- Classrooms
- Churchyard
- Court Yard is a passage way only

Duty Times

Supervision of students is provided during the following recess times:

- At 8.15am both teachers on duty meet at the court yard and instruct the children to move to the Court and be seated. It up to the digression of the teachers on duty as to when play can start – recommended 8.20am**

- At the second bell teacher with the microphone uses a clapping pattern to gain silence before giving instructions. Other teachers on duty assist in gaining silence. Remind about litter and putting lunches away before instructing student to remain seated until a teacher releases them for play. Teachers can request children to stay longer if talking or littering.**

- Afternoon Play
- Court
- Upper Spencer (**Prep Yrs 1&2**)
Field

At the second bell teacher with the microphone uses a clapping pattern to gain silence before giving instructions. Other teachers on duty assist in gaining silence. Remind about litter and putting lunches away before instructing student to remain seated until a teacher releases them for play. Teachers can request children to stay longer if talking or littering.

TEACHER ON UPPER SPENCER ASKS PREPS TO PLACE LUNCHBOXES IN THE AREA CLOSEST TO UNDER STAIRS AND MOVE TO PLAYGROUND.

- ### Specific Duties

When on playground duty, staff must ensure that:

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APPENDIX C

ST PETER'S REFLECTION SHEET - Years 3 to 6



What was I doing that didn't meet the class/school's expectations?

What did I want? What was I trying to achieve?

Did my behaviours get me what I wanted?

What are the consequences of me continuing to use these behaviours?

What choices/behaviours am I going to use to get what I want?

1.

2.

3.

If I try these behaviours are things going to work out better for me at school?

Student Signature: _____

Date: _____

Staff Signature: _____

Date: _____

APPENDIX D

ST PETER'S SUSPENSION FORM



Date: _____

Year Level: _____

Name: _____

Reason for administering a period of suspension to this student.

☐

Violent behaviour

☐

Behaviour which threatens the safety of self or others.

☐

Ongoing serious insolent behaviour or back chatting.

☐

Verbal abuse of others.

☐

Bullying

☐

Serious, ongoing disruptive behaviour

Please define the specific incident which relates to this consequence

Parent Section:

It is important that parents attend a meeting with the Principal and classroom teacher to discuss future plans for managing behaviour at school.

Suggested meeting date: _____

Please sign to indicate that you have seen this form. _____

Please indicate whether the time allocated is suitable to you: _____

(Office Use Only)

Type of suspension:

☐

In-school suspension. (Student is withdrawn from class and stays in the Admin area).

☐

Out-of-school suspension. (Student required to stay at home).

Period of suspension: _____ days.

Signed and Dated: _____

APPENDIX E



AGREEMENT TO MODIFY BEHAVIOUR (Year 3-6)

What I need to "STOP DOING" and "START DOING"

Student: _____

Date: / /

Teacher: _____

Class: _____

This agreement has been written to assist me to make better behavioural choices in class.

The agreement below has been formulated to improve my success as a student at St Peter's School and ensure that my behaviour doesn't negatively impact on other student's rights to learn and the teacher's right to teach.

What I will stop doing	What I will start doing
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Fair Consequences if I don't keep the above:	Consequences of good behaviour:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

Student's Signature: _____

Date: / /

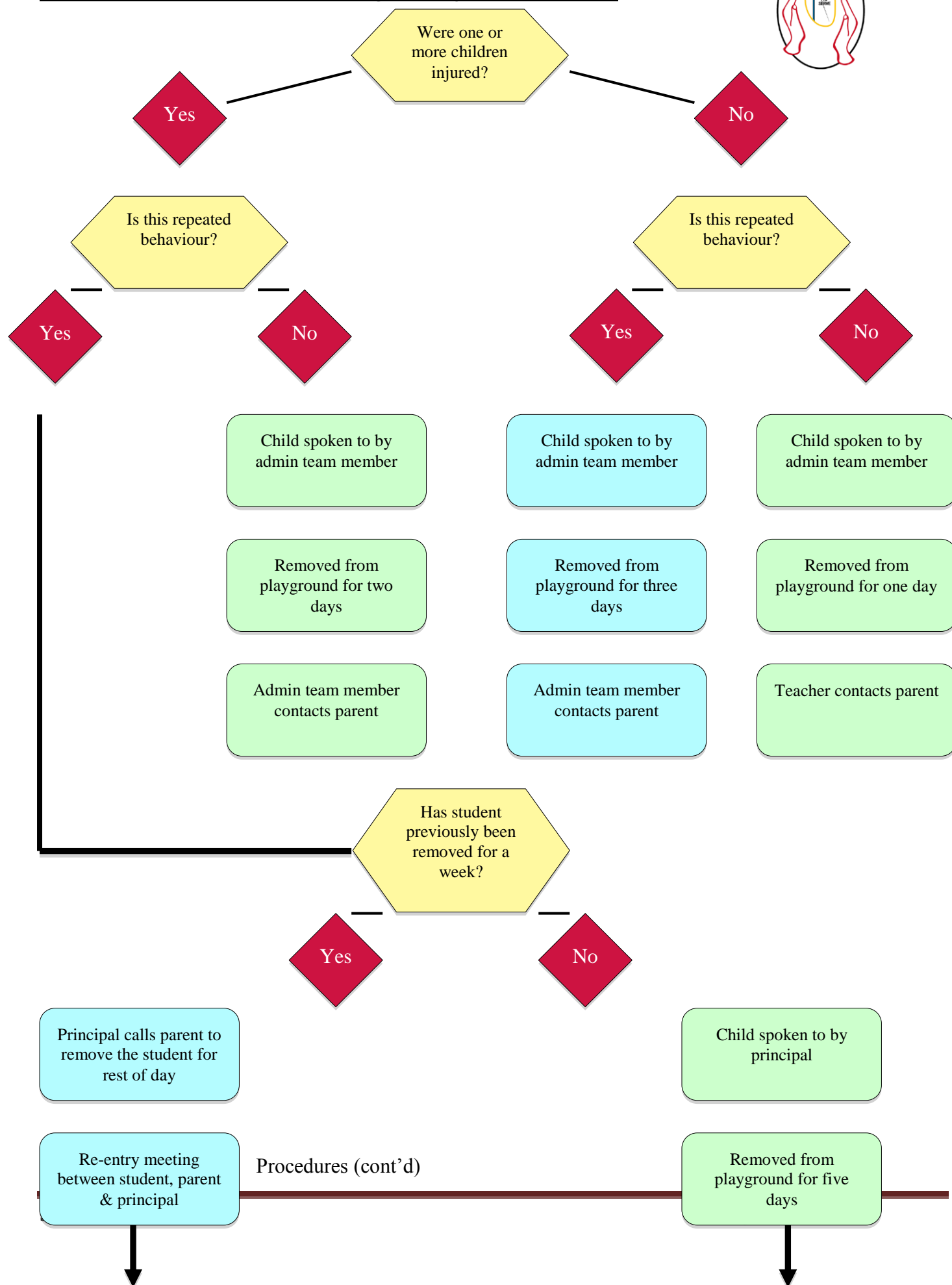
Teacher's Signature: _____

Date: / /

CLEAR COMMUNICATION- POSITIVE RELATIONSHIPS- HIGH EXPECTATIONS

APPENDIX F

St Peter's Procedures relating to Physical Contact



CLEAR COMMUNICATION- POSITIVE RELATIONSHIPS- HIGH EXPECTATIONS

