



St Anthony's Catholic Primary School, Rockhampton

Positive School Policy

Approved: 2016

Policy Statement

With Jesus as our model we strive through our words and actions to nurture the virtues of respect and responsibility.

All members of the St Anthony's School community must accept responsibility for establishing and maintaining positive relationships and for promoting responsible behaviour.

Expectations of appropriate behaviour are clearly communicated and programs provided that promote effective social skills and positive relationships.

Our Positive School Policy and Procedures are reflective of and align with the characteristics of our school:

Caring for the Individual

- Builds trust and stable relationships
- Is a place of belonging which is for the good of the child
- Securing self-image is crucial for a young person
- A healthy love of self is built upon love of others
- Educating of heart = self-worth
- Is accepting of other's uniqueness especially marginalised
- Is a place of careful nurturing and guidance
- Fostering a sense of belonging
- Every child within a school needs a significant adult with whom they can relate and trust with confidence

Description

At St Anthony's:

- We strive to ensure all students are able to learn and work in an environment where they feel safe and are free from bullying and/or violence.
- We seek every opportunity to encourage school staff, parents and students to work together to develop the knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships.
- We implement policies and strategies guided by current research on effective approaches to the prevention of bullying and violence.
- We use our role in the community to raise awareness that bullying of and violence toward children and young people are issues for the whole community and require a community response.

St Anthony's is a school community that promotes mental health and wellbeing through:

- Respectful relationships, belonging and inclusion
- An effective social and emotional learning curriculum for all students
- Opportunities for students to practise and transfer their social and emotional skills
- Collaborative working relationships with parents and carers
- Support for parenting

Implementation

Pastoral Care

Pastoral Care is a network of care that pervades every facet of the school curriculum and culture. (Choosing Life Pastoral Care for School Communities, Kevin Treston, 1997)

Good pastoral care is exemplified by:

- Quality teaching and learning
- Good discipline
- High expectations of student performance
- Teachers caring for students at the human level

Co-responsibility

The promotion and modelling of appropriate behaviour is the responsibility of all community members. It is the responsibility of teachers, leadership, parents and students to work to ensure the safety and welfare of all. The processes and procedures support the school rules which contribute to an orderly and safe school environment.

Relationships

All staff will develop positive relationships with students by

- caring about the students, their families and interests
- demonstrating equity among and with students
- discussing rights and responsibilities
- establishing positive class rules and consistent routines
- providing a supportive physical environment
- modelling and teaching desired behaviours
- using class or group meetings and catch-ups

- reframing problems and concerns to assist in decision making
- encouraging effort and persistence acknowledging achievement
- providing a supportive emotional environment
- encouraging friendships and positive play activities
- using transitions between segments of learning
- making learning interesting and enjoyable
- following up on concerns
- practising and modelling Jigsaw strategies
- using redirection to bring students back to task at hand

School Wide Strategies:

Teachers while On Duty:

- listen to students when concerns arise at break times
- encourage and support Jigsaw strategies “Naming It”

Class Buddies

- Senior classes will adopt a junior class as a “buddy class”.

Friends Group

Friends meet on Friday afternoons in term one and four. Students from Prep to Year 6 are allocated into mixed age Friends’ groups. Year 6 students assume the responsibility to teach their peers a variety of skills- social and physical.

School Counselling Service

As part of the school’s Pastoral Care Program, a counsellor visits the school each Tuesday, Wednesday and Thursday to assist children and families. Referral to the counsellor may be made by a teacher or parent. Referral forms are available through the school office. These forms are returned in the envelope provided and passed on to the School Counsellor.

Student Welfare Program:

Our Student Welfare Facilitator assists all year levels through the use of a range of programs including:

“Solving the Jigsaw”, which is a violence prevention and well-being program that provides a whole school approach to counter violence and bullying.

“The Zones of Regulation” is a framework used to foster self- regulation and emotional control. This is a systematic, cognitive behavioural approach which teaches self-regulation by categorizing emotions and states of alertness into four coloured zones. The Zones framework provides strategies to teach students awareness of and independence in controlling emotions and impulses, management of their sensory needs and improve their ability to problem solve.

“Mind Up” is a program that teaches social and emotional skills and builds personal resilience through mindfulness practices.

Social Seals groups are formed to support these programs in a smaller social setting.

Student Welfare Programs support children to gain confidence, enhance self-esteem and social skills. Bullying behaviours are addressed through group awareness activities which assist children to become more resilient by expressing themselves in a positive manner.

Consequences for Inappropriate Behaviour

Thinking Room

There will be times when the behaviour of a student requires a focused analysis with the assistance of the school leadership team. The thinking room gives a student the opportunity to reflect on the choice of behaviour. (instances of defiance, prolonged classroom disruption, bullying, minor damage, swearing, bad sportsmanship)

In the Thinking Room (located in the library) students will discuss their choices, actions and feelings with a proposed plan to make alternative choices/actions in the future. A reflection/report/drawing/letter of apology etc might be completed through discussions with the thinking room supervisor.

The report is signed by student and the Room Supervisor. The report might be copied to the classroom teacher, sent home for sighting by parents and then filed in student's file in office.

Thinking Room record book is located in a pigeon hole marked Thinking Room in the staffroom. Teachers are asked to record the name of student who needs to spend time reflecting on their choice of action/actions with a brief description and initial as indicated in the Thinking Room book. If time does not allow this then teachers are to email the member of leadership in the room for that day.

Where a student is in the Thinking Room for three times for the same reason within any one school term parents will be contacted by a leadership team member.

The referring teacher and/or leadership may use teacher kiosk to record incidents on student file.

Recording of Incidents

The referring teacher and leadership team member must use teacher kiosk to record incidents and the follow up taken with parents, leadership and other staff members. Notes are recorded under "Pastoral Care".

Referral to the School Leadership Team

Behaviours including use of violence or aggression: physical and verbal, directed swearing, threatening of staff, continued disruption to the learning of the class require the support of the school leadership team who will discuss consequences and expectations with the student and advise parents to seek positive support.

Follow Up may include involvement of support staff including school counsellor, Student Wellbeing facilitator or Learning Support Staff or referral to external agencies.

Consequences may include loss of play, time spent in school office doing school work.

Behaviour Support Plans

In some instances, a Behaviour Support Plan may be developed with collaboration of student, parents, classroom teacher, Learning Support Staff and the principal. The BAP is designed to describe the types of support available to the student relative to the behaviour choices made and lists the consequences for continuing unacceptable or unsafe behaviour.

Reflection Material

"Choosing Life Pastoral Care for School Communities", Kevin Treston, 1997