Pastoral Care in a Catholic school is anchored in the plea of Jesus: "Love one another as I have loved you" (John 15:12).

Pastoral Care may be defined as the expressions of care and the energy of concern which integrates the academic, social and religious dimensions of the school.

Pastoral Care is about nurturing each person through experiences of belonging; respectful relationships; being accepted and valued and by positive engagement in a caring community.

Rationale

St Joseph's School comprising staff, parents, students, the parish and wider community acknowledges its responsibility within the teaching ministry of the Church. Pastoral Care and Religious Education are regarded as being intrinsic to the quality of Catholic Education and the structures, policies, procedures and practices within the school should be in harmony with Gospel values.

We are a school that embraces Restorative Practice aimed at developing positive behaviour through dialogue, critical thinking and empathy for others. In this way we all learn from our mistakes, grow in self-discipline, take responsibility for our own actions, recognise the impact of our actions and resolve conflict with others.

Goals

We actively promote the social and emotional learning of each student so they:

- Respect themselves and each other.
- Build positive relationships.
- Contribute to building a safe and secure environment.
- Make good choices.
- Accept responsibilities for their own choices and actions.
- Reflect and learn from their choices and actions.
Principles of Pastoral Care

- Pastoral Care includes all staff, students and parents.
- Students, parents, staff, priest and community agencies all have a part to play in the formulation and implementation of the pastoral care program.
- Pastoral Care programs need to be regularly evaluated and everyone is invited to be involved in the process of evaluation.
- Pastoral Care is explicit in its intentional planning as well as implicit in the everyday life of the school.
- Pastoral Care is an expression of the ethos of the school.
- Professional Development and resources are offered to staff to assist them in effective pastoral care.
- Pastoral care has legal implications through duty of care responsibilities.
- The confidentiality of personal information is respected.
- Pastoral Care is not problem centred.
- Spirituality of pastoral care is an integrating influence on all the activities of pastoral care, inspired by the symbol of Jesus as shepherd.

Pastoral Care Network

Positive steps in creating an effective pastoral care network include the following aspects.

Climate

The positive school climate develops relationships throughout the school. This is evidenced by:

- Using Restorative Practice across the school.
- Respectful relationships among staff, students, parents and priest.
- Parents being actively involved in the life of the school.
- Staff sharing a common vision and presenting a professional and unified front.
- The provision of satisfying learning experiences which are relevant and challenging.
- Celebrating special occasions.
- Ensuring orientation days are arranged for new pupils.
- Planning social activities that engage the school with the wider community.

Affirmation

Affirmation values each individual person. This is evidenced by:

- Welcoming everyone in our school.
- Acknowledging the achievements of all school members.
- Making positive comments on work.
• Displaying work samples.
• Meaningful school reports.
• Recognising success in out-of-school activities.
• Children sharing examples of their talents and skills.
• Positive interactions between all school members across the school at all times.
• The caring role of all school support staff.

Communications

Effective communication is vital for school morale. This is evidenced by:

• School newsletters.
• Use of staff information moodle and staff whiteboards.
• School assemblies.
• Staff meetings.
• School reports.
• Restorative meetings.
• Parent meetings.
• Positive communication through email, phone calls or catch ups.
• Speaking in a positive manner.
• Respecting confidentiality.
• Taking time to actively listen to one another.
• Timely and effective communication between staff.

School Environment

The physical environment can be a positive influence on the atmosphere in the school. This is evidenced by:

• Clear signage indicating areas of the school and the behaviour expectations.
• Displaying children's work.
• Caring for school buildings and grounds.

Student Participation

Developing ways in which students can be involved develops a positive climate of trust. This is evidenced by students:

• Leading assembly and prayers.
• Being responsible for school procedures, eg flag raising, tasks at school.
• Welcoming and thanking visitors.
• Being Kindergarten buddies.
• Arranging fundraising events, eg mission appeals, Mini Vinnies.
• Being actively involved in planning concerts, demonstrations and special events.
• Being involved in wider community activities, eg Anzac Day March.
• Buddy class activities - Shared reading/class activities.

Staff Involvement

Pastoral care occurs every day across the school in all flexible learning spaces. This can be evidenced by:

• Engaging student in being responsible for their learning.
• Encouraging the children to accept themselves and each other as unique individuals.
• Encouraging an acceptance and tolerance of, and respect for others ideas, talents, values, abilities and limitations.
• Flexible learning spaces that adapt to the needs of the learner.
• Giving children the confidence to attempt tasks, take sensible risks and to accept failure as part of the learning process.
• Positively affirming children for all their efforts and attempts.
• Being open to changing their minds and apologising if they have acted unjustly.
• Having a sense of humour and sharing it with the pupils.
• Maintaining a friendly interaction between staff and parents/carers.

Parent Involvement

The parent partnership in education means that parents have a vital role in the pastoral care program. This can be evidenced by:

• Communicating to parents the meaning of pastoral care and its implications for the school.
• Parent responses being used in planning and implementation of pastoral care.
• Resources being available for parents to receive pastoral care in times of personal or family crisis.
• Maintaining class parent representatives as contact people for parents and teachers.
• Involving parents in welcoming new families, eg taking an active role in new parent orientation.
• Inviting parents to participate in liturgy and prayer services.
• Communication of Making Jesus Real aspects to families in Newsletter.
• Inviting parents to school celebrations and activities, eg assembly.
• Encouraging parents to visit school and classrooms.
• Recognising the place of parents, eg Family Week, Mother's/Father's Day.
• Arranging parent information evenings, eg curricula development, teaching methods.
• Regularly reporting to parents about their children's progress.
• The celebration of Family Day.

Local Community

Interaction with local community adds to the dimension of pastoral care in the school. This is evidenced by:

• Children visiting the sick, lonely and elderly.
• Involving pupils in community celebrations, eg Alstonville Show.
• Supporting community projects, eg CWA.
• Using community resource people in school/class activities.
• Sharing 'good news stories of school life' in the media.
• Referring parents to appropriate community services.
• Seeking ways to be part of local community activities and events.

Special Programs

Programs have been introduced or developed to respond to the particular needs of children. This can be evidenced by:

• Social Skills Training Program.
• Life Education.
• Seasons for Growth.
• Making Jesus Real program (MJR).
• Enrichment and Extension opportunities.
• Intervention Support Programs.
• Restorative Practice meetings & circle time.
• Learning Assistance Program (LAP).
• Parish Programs: LinC Alstonville, Care & Concern, CentaCare, etc.
• Access to the School Counsellor and School Chaplain.

Extracurricular Activities

Extracurricular activities provide opportunities for students to gain knowledge and develop new skills, including teamwork and school spirit. This can be evidenced by the ability to participate in:

• Sports carnivals.
• Excursions and incursions.
- Eisteddfods and music festivals/competitions.
- Chess competitions.
- Radio club.
- Gardening.
- LAP.
- Music lessons and bands.

**Relaxation**

Relaxation is an important aspect of pastoral care. This can be evidenced by:

- Practising different forms of prayer, including daily meditation in all classrooms.
- Reflection Time for staff, parents and children.
- Regular Staff Prayer.
- The use of the school library and structured play activities.

**Roles and Responsibilities**

**Role of the Parish Priest**

The Parish Priest has a special role in the Pastoral Care program by:

- Providing spiritual support and affirmation for parents, staff and children.
- Leading the school in prayer, liturgy and celebration.
- Being available to the children on a regular basis.
- Being available to those in need.
- Representing the Church's concerns for her people.

**Role of the Principal**

The Principal has the ultimate responsibility for carrying out this Pastoral Care Policy. In carrying out this policy the Principal should:

- Make the total school community aware of the policy.
- Communicate with the Parish Priest and the Catholic Schools Office in cases of major importance.
- Be aware of all children who are being assisted by Pastoral Care Policy.
- Maintain a school of professional and Christian standards.
- Set leadership and Christian examples.
- Act with equality for all staff and students.
- Provide opportunities for the personal growth of staff through celebrations, recognition/affirmation, skills development, personal development and professional development.
Role of School Staff

Teachers are responsible to parents for the welfare of their students. Implicit in this duty of care is the responsibility to carry out procedures outlined in this policy. In carrying out this policy teachers should:

- Act consistently and justly.
- Adhere faithfully to all aspects of the Pastoral Care Policy.
- Be aware of children in need of assistance.
- Be aware of the wider ramifications of Government, Educational Authorities and School Pastoral Care.
- Foster a professional relationship and positive communication with parents concerning the welfare of their children.
- Set a Christian example.
- Reflect upon their behaviour and its effect on others.
- Be aware of relationships between each other and act as role models to children in this area.

Role of the Parent

All parents share the responsibility with the school for implementing and evaluating the Pastoral Care Policy.

- All parents need to be aware of the implications of the Pastoral Care Policy.
- Parents are asked to contact the school, at an early stage, if any problems are evident in the care of the child.
- Parents must be aware that gossiping within the community and on social media does not support anybody and can affect other people.

Role of the Student

All students have the right to:

- Be treated with understanding, respect and politeness.
- Be safe and expect their property to be respected.
- Obtain maximum benefit from all lessons and classes - other students should not deprive them of this by their behaviour.
- Have a pleasant, clean and well-maintained school and environment.

All students have the responsibility to:

- Follow the School Behaviour Benchmarks and Code.
- Treat others with understanding, politeness and respect.
- Follow the directions of staff at all times and be responsible for their learning.
• Make the school safe by not threatening, hitting or hurting anyone in any way.
• Not steal, damage or destroy the property of others.
• Not behave in a manner so as to interfere with other students' right to learn.
• Care for the school environment.
• Inform staff about any defective buildings or fittings.

Use of Information and Communication Technology

Information and Communication Technology (ICT) includes the use of all computers, tablets, iPads, Chromebooks, the school network, internet, digital/video cameras, scanners and interactive whiteboards. The use of our school’s ICT equipment is for educational purposes appropriate to the school environment. Use of ICT is specifically identified in the document “St Joseph’s Student Information & Communication (ICT) Acceptable Use Agreement”. This document must be signed (by student and parent/carer) and returned to school by every student enrolled at St Joseph’s Alstonville.

Rainbow Room

The Rainbow Room is for children who might come off the playground, or from classrooms, in a heightened emotional state. It can be used as a place to debrief or for students who are not coping or are upset. It is not to be used as hiding place if students are refusing to stay in class or when students have been misbehaving. Staff must consider heightened students versus misbehaving students.

All students going to the Rainbow Room must be accompanied by a staff member (eg enrichment tutor, intervention teacher). This staff member must remain with the student and supervise them until they are capable of returning to class.

Behaviour Management

All staff will use the Behaviour Code (safety, effort, respect and self-responsibility) as a tool to support student goal setting, to facilitate personal growth and monitor improvements in behaviour. This code will be utilized to accurately reflect and then report on individual students. These will be used as a basis for providing behavioural intervention for students at risk (See Response to Intervention Policy).
<table>
<thead>
<tr>
<th>CODE</th>
<th>BEGINNER</th>
<th>DEVELOPING</th>
<th>COMPETENT</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY</td>
<td>Needs improvement to:</td>
<td>With encouragement:</td>
<td>Usually</td>
<td>Persistently (and encourages others to)</td>
</tr>
<tr>
<td></td>
<td>• Use equipment safely/appropriately</td>
<td>• Uses equipment safely/appropriately</td>
<td>• Uses equipment safely/appropriately</td>
<td>• Uses equipment safely/appropriately</td>
</tr>
<tr>
<td></td>
<td>• Move safely through classroom/school</td>
<td>• Moves safely through classroom/school</td>
<td>• Moves safely through classroom/school</td>
<td>• Moves safely through classroom/school</td>
</tr>
<tr>
<td></td>
<td>• Keep hands/feet/teeth etc to self.</td>
<td>• Keeps hands/feet/teeth etc to self.</td>
<td>• Keeps hands/feet/teeth etc to self.</td>
<td>• Keeps hands/feet/teeth etc to self.</td>
</tr>
<tr>
<td></td>
<td>• Follow directions of teachers/staff</td>
<td>• Follows directions of teachers/staff</td>
<td>• Follows directions of teachers/staff</td>
<td>• Follows directions of teachers/staff</td>
</tr>
<tr>
<td></td>
<td>• Resolve conflict without violence.</td>
<td>• Resolves conflict without violence.</td>
<td>• Resolves conflict without violence.</td>
<td>• Resolves conflict without violence.</td>
</tr>
<tr>
<td></td>
<td>• Wear school uniform, esp. hat.</td>
<td>• Wears school uniform</td>
<td>• Wears school uniform</td>
<td>• Wears school uniform</td>
</tr>
<tr>
<td></td>
<td>• Remain in class/school setting</td>
<td>• Remains in class/school setting</td>
<td>• Remains in class/school setting</td>
<td>• Remains in class/school setting</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>EFFORT</td>
<td>Needs improvement to:</td>
<td>With encouragement:</td>
<td>Usually</td>
<td>Persistently (and encourages others to)</td>
</tr>
<tr>
<td></td>
<td>• Stay on task</td>
<td>• Stays on task</td>
<td>• Stays on task</td>
<td>• Stays on task</td>
</tr>
<tr>
<td></td>
<td>• Attempt all set tasks and completes activities (incl. Assignments/homework)</td>
<td>• Attempts all set tasks and completes activities (incl. Assignments/homework)</td>
<td>• Attempts all set tasks and completes activities (incl. Assignments/homework)</td>
<td>• Attempts all set tasks and completes activities (incl. Assignments/homework)</td>
</tr>
<tr>
<td></td>
<td>• Participate actively in class.</td>
<td>• Participates actively in class.</td>
<td>• Participates actively in class.</td>
<td>• Participates actively in class.</td>
</tr>
<tr>
<td></td>
<td>• Work to best of ability.</td>
<td>• Works to best of ability.</td>
<td>• Works to best of ability.</td>
<td>• Works to best of ability.</td>
</tr>
<tr>
<td></td>
<td>• Seek help when needed</td>
<td>• Seeks help when needed</td>
<td>• Seeks help when needed</td>
<td>• Seeks help when needed</td>
</tr>
<tr>
<td></td>
<td>• Attempt to meet deadlines</td>
<td>• Attempts to meet deadlines</td>
<td>• Attempts to meet deadlines</td>
<td>• Attempts to meet deadlines</td>
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<tr>
<td></td>
<td></td>
<td>• Is prepared and shows interest</td>
<td>• Is prepared and shows interest</td>
<td>• Is prepared and shows interest</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td>Needs improvement to:</td>
<td>With encouragement:</td>
<td>Usually</td>
<td>Persistently (and encourages others to)</td>
</tr>
<tr>
<td></td>
<td>• Treat own property with care.</td>
<td>• Treats own property with care.</td>
<td>• Treats own property with care.</td>
<td>• Treats own property with care.</td>
</tr>
<tr>
<td></td>
<td>• Accept others’ feelings/opinions/rights.</td>
<td>• Accepts others’ feelings/opinions/rights.</td>
<td>• Accepts others’ feelings/opinions/rights.</td>
<td>• Accepts others’ feelings/opinions/rights.</td>
</tr>
<tr>
<td></td>
<td>• Speak politely and appropriately.</td>
<td>• Speaks politely and appropriately.</td>
<td>• Speaks politely and appropriately.</td>
<td>• Speaks politely and appropriately.</td>
</tr>
<tr>
<td></td>
<td>• Listen to and follows the directions of all school staff/support personnel</td>
<td>• Listens to and follows the directions of all school staff/support personnel</td>
<td>• Listens to and follows the directions of all school staff/support personnel</td>
<td>• Listens to and follows the directions of all school staff/support personnel</td>
</tr>
<tr>
<td></td>
<td>• Show respect for school property.</td>
<td>• Shows respect for school property.</td>
<td>• Shows respect for school property.</td>
<td>• Shows respect for school property.</td>
</tr>
<tr>
<td></td>
<td>• Follow class and school expectations.</td>
<td>• Follows class and school expectations.</td>
<td>• Follows class and school expectations.</td>
<td>• Follows class and school expectations.</td>
</tr>
<tr>
<td></td>
<td>• Care for self and school work</td>
<td></td>
<td>• Cares for self and school work</td>
<td>• Cares for self and school work</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SELF RESPONSIBILITY</td>
<td>Needs improvement to:</td>
<td>With encouragement:</td>
<td>Usually</td>
<td>Persistently (and encourages others to)</td>
</tr>
<tr>
<td></td>
<td>• Seek or accepts help when needed.</td>
<td>• Seeks or accepts help when needed.</td>
<td>• Seeks or accepts help when needed.</td>
<td>• Seeks/accepts/offers help when needed.</td>
</tr>
<tr>
<td></td>
<td>• Require no prompting to behave</td>
<td>• Requires no prompting to behave</td>
<td>• Requires no prompting to behave</td>
<td>• Requires no prompting to behave</td>
</tr>
<tr>
<td></td>
<td>• Accept responsibility for own behaviour.</td>
<td>• Accepts responsibility for own behaviour.</td>
<td>• Accepts responsibility for own behaviour.</td>
<td>• Accepts responsibility for own behaviour.</td>
</tr>
<tr>
<td></td>
<td>• Accept consequences of own actions</td>
<td>• Accepts consequences of own actions</td>
<td>• Accepts consequences of own actions</td>
<td>• Accepts consequences of own actions</td>
</tr>
<tr>
<td></td>
<td>• Work and play independently.</td>
<td>• Works and plays independently.</td>
<td>• Works and plays independently.</td>
<td>• Works and plays independently.</td>
</tr>
<tr>
<td></td>
<td>• Be prepared/punctual for each lesson</td>
<td>• Is prepared/punctual for each lesson</td>
<td>• Is prepared/punctual for each lesson</td>
<td>• Is prepared/punctual for each lesson</td>
</tr>
<tr>
<td></td>
<td>• Conform to routines and procedures.</td>
<td>• Catches up on missed work</td>
<td>• Catches up on missed work</td>
<td>• Catches up on missed work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conforms to routines and procedures.</td>
<td>• Conforms to routines and procedures.</td>
<td>• Conforms to routines and procedures.</td>
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</tbody>
</table>
Proactive Supervision

All staff will follow the Proactive Supervision protocol when dealing with student behaviour. Staff must use the language reflected in this chart to keep consistency across all areas of the school. This flow chart gives staff a clear process to follow for breaches of behaviour at all levels. This flow chart is not linear and entry points are dependent on specific behaviours as outlined below. Refer to Playground Management Policy for more detailed supervision information for staff on duty in the playground.
Behaviour Benchmarks

Specific student behaviours are identified in, but not limited to, the “Benchmarks @ St Joseph’s” table. Staff must be aware of students on Personal Plans and make considerations for them, whilst still observing the Violence In Schools package.

Staff will use consistent, specific and appropriate language when identifying student behaviour. They will also use Restorative Practice for students. All learning spaces within the school will clearly display the 8 colour coded Behaviour Visuals.

Students who are sent to Time Out will complete a reflection sheet with issuing staff member and these will be returned and given to the pastoral teacher. Parent contact will only be made by the pastoral teacher where applicable. Students sent to Time Out must be accompanied by a staff member to the buddy class (Kindergarten<>Stage 2, Stage 1<>Stage3).

Students whose behaviour requires a Severe Consequence will be managed by the Principal, Assistant Principal or authorised representative at their discretion.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Safe</td>
<td>★ Praise</td>
<td>★ Praise</td>
</tr>
<tr>
<td>★ Tidy up after yourself</td>
<td>★ Smile</td>
<td>★ Smile</td>
</tr>
<tr>
<td>★ On task</td>
<td>★ Microskills</td>
<td>★ Microskills</td>
</tr>
<tr>
<td>★ Having a go</td>
<td>★ Blue cards</td>
<td>★ Blue cards</td>
</tr>
<tr>
<td>★ Trying your best</td>
<td>★ Progressive awards</td>
<td>★ Progressive awards</td>
</tr>
<tr>
<td>★ Producing quality work</td>
<td>★ Parent contact</td>
<td>★ Parent contact</td>
</tr>
<tr>
<td>★ Playing with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Including others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Positive attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Helping others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Listening carefully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Following instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Asking for help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Being on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Hand up to speak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Sharing equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Taking turns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Playing by the rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Placing rubbish in bin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Walking around school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Handing in found items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Using manners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Keeping hands &amp; feet to self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Remaining seated in the lunch area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Waiting for permission to leave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAKE A BETTER CHOICE</td>
<td>STOP &amp; THINK</td>
<td>TIME OUT</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| ★ Not following teachers instructions  
★ Calling out  
★ Running on cement  
★ No hat in the sun  
★ Out of bounds  
★ Playing in the toilets  
★ Littering  
★ Not wearing uniform with pride  
★ Not using equipment correctly | ★ Repeatedly not making a better choice  
★ Throwing things in the classroom  
★ Hands on leading to rough play  
★ Playing with rocks, sticks and plants  
★ Taking hats  
★ Name calling/teasing  
★ Swearing | ★ Repeatedly not learning from stop & think  
★ Leaving classroom without permission  
★ Spitting  
★ Abusive language  
★ Deliberate damage |★ Teacher redirection  
★ Microskills “How can you make a better choice”?  
★ Restorative Practice | ★ Separate from class  
★ 5 minutes in classroom under teacher supervision  
★ Restorative Practice | ★ Buddy Class for prescribed minutes (refusal goes to Severe Consequence)  
★ Complete reflection sheet  
★ Restorative Practice  
★ Parent contact by Pastoral Teacher  
★ Record in Schoolworx by teacher issuing reflection sheet |★ Teacher redirection  
★ Microskills “How can you make a better choice”?  
★ Restorative Practice  
★ Play in another area | ★ Remove from play  
★ 5 minutes under teacher supervision  
★ Restorative Practice |★ Remove from play  
★ Reflection sheet  
★ Restorative Practice  
★ Parent contact by Pastoral Teacher  
★ Record in Schoolworx by teacher issuing reflection sheet |
| SEVERE CONSEQUENCES                                                                 |                                                                              |                                                                         |
| ★ Repeated Time Out behaviours  
★ Violent behaviour – intentionally harming others  
★ Bullying (physical or verbal)  
★ Vandalism  
★ Stealing  
★ Breach of ICT agreement  
★ Possession of unlawful items | ★ Documentation in RAMP (Risk Assessment & Management Plan)  
★ Restorative Practice  
★ Principal involvement  
★ Remove from class  
★ Parent contact  
★ In school suspension  
★ Record in Schoolworx |★ Remove from play  
★ Reflection sheet  
★ Restorative Practice  
★ Parent contact by Pastoral Teacher  
★ Record in Schoolworx by teacher issuing reflection sheet |
Positive Behaviour Awards

St Joseph’s Alstonville is proactive in the acknowledgement of positive behaviour. This is evidenced by:

- The progressive award system used across the school. All staff acknowledge positive student behaviour by issuing Blue Cards. This is a cumulative reward system designed to roll over throughout a student’s years at the school. These are collected by the student and recorded (in Google Sheet) and acknowledged by the Principal/Assistant Principal in accordance with the list below. Awards are given at school assembly and recorded in the newsletter.
  - 10 Blue cards = Bronze Award
  - 4 Bronze Awards = 1 Silver Award
  - 4 Silver Awards = 1 Gold Award
  - 4 Gold Awards = Badge of Honour + Principal’s morning tea
- Making Jesus Real Awards. Awarded to students who exemplify the message of Making Jesus Real. Limited to 2 students per stage and will be awarded once per term at assembly. Co-ordinated by the School Chaplain.
- Acts of Kindness Awards determined by the Principal in consultation with staff.
- Class Awards issued by stage teachers for academic, sporting or special achievements. Limited to 1 per pastoral group per assembly and recorded by staff.
- All staff encouraged to make parent contact for positive behaviour (eg email, phone call, personal contact).

Violence In Schools

All necessary forms and information may be found at [http://intranet.lism.catholic.edu.au/programs/Pages/ViolenceInSchools.html](http://intranet.lism.catholic.edu.au/programs/Pages/ViolenceInSchools.html).

In cases where a student causes physical harm on another person, it is required that the student causing harm is removed from the situation and accompanied to the Principal or Assistant Principal. The teacher in charge at the time should call an Executive team member for assistance to remove the student if necessary.

When a student has been responsible for causing physical harm to another person the Principal or Assistant Principal will review the situation and suitable consequences will be given. Severe situations will lead to the development of a Risk Assessment Management Plan (RAMP), suspension or if habitual, expulsion.

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Consulted: √√Parents
Staff