PASTORAL CARE: K – 12
PASTORAL CARE POLICY

PURPOSE

The Pastoral Care Policy of MacKillop Catholic College, Warnervale, affirms and is consistent with, the Diocesan Mission Statement and the Pastoral Care Policy of the Diocese of Broken Bay (refer to support document 1 and 2).

The Policy exists to ensure that all members of the College Community shall understand their roles and responsibilities in the provision of Pastoral Care and that it encompasses all aspects of College life at MacKillop. It also exists to promote among all members of the College Community the Kingdom of God through interpersonal relationships of care and support; and that all school decisions are made in reference to this document.

POLICY FRAMEWORK

Pastoral Care at MacKillop Catholic College operates for those who willingly seek to experience the Kingdom of God and is based firmly on the Christian vision as expressed in the following statements:

Pastoral Care.....

....has as its focus the life of Jesus Christ

I have come that you may have life and have it to the full. (John 10:10)

Pastoral Care in the Church and hence in a Catholic school draws its expression and strength from the life of Jesus Christ. In Jesus we see God’s paramount expression of love, compassion, reconciliation and justice. In Jesus we experience God as a caring shepherd who is faithful to the flock, who knows them intimately, who frees and saves.

Jesus demonstrates by his own life what we have been created to be – fully human, fully alive and able to participate in the life and love of God. It is this vision of human life which the Catholic school community of MacKillop seeks to embrace and emulate in its approach to pastoral care.

... is concerned with the dignity and integral growth of the person.

God created humankind in God’s image. (Genesis 1:27)

We are made in God’s image and at the core of all the Church’s pastoral action is a deep respect for the innate dignity and uniqueness of individual persons.

As an agent in the mission and ministry of the Church, the Catholic school aims to offer to all a vision and experience of learning that is an exercise of love (cf, The Catholic School on the Threshold of the Third Millennium, n15). In a community that provides a strong sense of well being, belonging and security, MCC students are given every opportunity to be affirmed in their dignity and worth, confirmed in their personhood, and assisted to grow to the fullness
of their potential. Likewise, the dignity of their parents and their noble place as prime educators of their children is respected and affirmed.

... is a responsibility entrusted to all members of the faith community

All members may be concerned for one another. If one member suffers, all members suffer; if one member is honoured, all members share this joy. You then are the body of Christ. (1 Corinthians 12:25-27).

In our Catholic school community responsibility is entrusted to all members – students, parents, staff clergy, and administrators – to contribute to one another’s growth and journey towards wholeness. Pastoral Care endeavours to provide to all the experience of high quality interpersonal relationships of care and support. Thus, each member is both a provider and recipient of Pastoral Care.

...is a force for healing, reconciliation and liberation

I shall look for the lost one, bring back the stray, bandage the wounded and make the weak strong. I shall be a true shepherd to them. (Ezekiel 34:16).

The Scriptures present God’s work of redemption fully realized in Jesus; it is in and through Jesus that we learn to be a welcoming, forgiving and reconciling people.

A Catholic school community immersed in the Gospel of Jesus and filled with his Spirit is committed to the values of compassion, tolerance, forgiveness and reconciliation. Pastoral Care supports and provides a context for the growth and expression of these values in all aspects of College life.

...is an expression of and commitment to justice

He has sent me to bring good news to the poor, to proclaim liberty to captives and to the blind new sight, and set the downtrodden free. (Luke 4:18)

The pursuit of justice for individuals and communities has long been a core focus of the mission and ministry of the Church. Pastoral Care at MacKillop endeavours to uphold and sustain policies and practices that foster the values of mutual respect, responsibility and service within the community. A commitment to democratic processes, cooperation and concern for the common good are principles that students are progressively encouraged to emulate in their relationships with others.

A school community needs to respond with increasing sensitivity to the social and cultural diversity of its members. It is in, and through, Pastoral Care that much can be done to promote respect and to support such things as diverse family structures, different ways of giving expression to Christian faith, and awareness of cross-cultural issues. School policies and practices must be respectful of the dignity, rights and fundamental freedoms of individual students and must provide learning opportunities for individual students which are responsive to their unique needs for growth and fulfilment.
POLICY CONTENT

The content of this policy has 3 interrelated sections: Care of our Community, Welfare and Curriculum.

CARE OF OUR COMMUNITY

The care of our community:

- Promotes ongoing formation of our students as Christian disciples and support the family and parish in this endeavour.
- Establishes and maintains effective networks of care using the available resources (Parent Committees/Networks).
- Has an orientation that empowers families, strengthening the relationships between home and school and supporting families in times of crisis.
- Encourages all within the College community to foster high quality interpersonal relationships.

WELFARE

Within the College, both staff and students should experience appropriate interactions, which affect positively their sense of self-worth, belonging and well-being. Corporal punishment to enforce discipline at MacKillop Catholic College is prohibited.

Staff and student welfare encompasses:

- Behaviour Management – Awards/Discipline
- Occupational Health and Safety
- Child Protection
- Harassment/Bullying
- Critical Incident
- Major Disciplinary Sanctions
- Peer Support
- Orientation of Staff/Students
- Social Committees
- Special Needs/Gifted Committees
- Pastoral Care and Counselling programs
- Care Networks

As the Lighthouse sheds light on the darkened ocean, so does the light of Christ shed light on the heart and minds of people. From the witness of Catholic educators emanates the light of the gospel message, faith, community and Christian service.

Statement of Interpretation of the Broken Bay Educational Ministry Pin.
CURRICULUM

The total curriculum shall include the development of the student as a well-integrated person in terms of spiritual and religious development. This includes;

- responsibility
- inner-directed choice
- growth in capacity to exercise moral judgement
- a concern for the common good
- Christian values

RESPONSIBILITIES

College Principal/Head of Primary (HOP)

In his leadership, the College Principal/HOP, gives witness to Gospel values and ensures that:

- the Pastoral Care policy is widely known and practised by the Community
- all policies and activities in the College shall have an identifiable pastoral dimension
- the College Community reviews policies and practices related to Pastoral Care
- the review processes take into account other mandatory policies
- Professional Development occurs in the area of Pastoral Care (including related documents)

Middle Management/Leadership Team will ensure that:

- the Pastoral Care policy is implemented into relevant areas defined by role descriptions
- appropriate Professional Development needs are identified and addressed by members of their respective staff
- collaboration occurs in the promotion of the College as a centre of excellence in teaching and learning
- cohesive staff community is developed
- contribution to the leadership and administration of Pastoral Care within the College as a unified body occurs
- effective mechanisms for integrating behaviour management, conflict resolution, and curriculum support for those in need are developed collaboratively

Teaching, Administration and Support Staff according to their role in the College will ensure that:

- the Pastoral Care policy and its related documents are known and practised
- contribution is made to the provision of a caring, well-managed, safe environment for the entire community
- participation occurs in the learning and teaching process in ways that take into account the dignity of the human person in the light of the gospels
- effective conflict resolution is taught and practised.
Students will be encouraged to:

- act according to the pastoral policies established by the College community
- contribute to the provision of a caring, safe environment for the College community
- participate actively and cooperatively in the learning and teaching process
- provide their views on school community decisions using appropriate processes
- learn and practise effective conflict resolution/anger management

Parents will be encouraged to:

- participate in the academic, social, emotional, physical, religious/spiritual and cultural development of their children
- actively participate in the life of the College where appropriate
- share responsibility for shaping their children’s understanding about appropriate behaviour
- support the provision of a caring, safe environment for the College community in light of gospel values
- be involved in the review of the Pastoral Care Policy and related documents

Support Documents:

The College will provide suitable support documents to implement Pastoral Care in the College. These include:
- Diocese of Broken Bay – Mission Statement
- Diocese of Broken Bay – Creating Safe and Supportive School Environments
- K-12 Pastoral Care Policy for Diocesan Systemic Schools
- Curriculum Handbooks
- K-12 Curriculum Policy
- K-12 Behaviour Management Guidelines
- K-12 Occupational Health and Safety Policy
- K-12 Critical Incident Policy
- Harassment Policy
- K-12 Gifted Policy (developing)
- K-12 Literacy Policy (developing)
- K-12 I.T. Policy (developing)
- Major Disciplinary Sanctions
- K-12 Handbook

NB: In relation to all students, including our Special Needs students in the college, this policy allows for variation in accordance with circumstance.

Policy Review
The College Pastoral Care Policy is to be reviewed periodically and not less frequently than once every two years from the date of implementation of the policy.

Policy Dates
Policy dates of completion of formulation and adoption: Feb, 2005
Date of effective implementation Feb 2005
Date of Review Feb 2007

Created on 30th Oct, 2003. MCC. Pastoral Care
STUDENT AWARD SYSTEM
YEARS 7 – 12:

PURPOSE:

Students are to be rewarded so to publicly recognise their specific accomplishments and to encourage them and other students in the school community to continue to strive for their personal best in all their endeavours. The awarding of certificates at MCC is considered to be best practice for providing students with positive reinforcement for successful achievement in all dimensions of College life.

RECOGNITION OF EXCEPTIONAL AND CONSISTENT BEHAVIOUR:

1) Acknowledgement Vouchers:

These are awarded to the students by staff to recognise positive traits and to encourage students to be appropriate role models for other students in the school community. They are given on the spot, as a quick positive recognition/reinforcement to a student who a teacher deems to have earned it.

These vouchers are then entered into a box in the front office. The vouchers are recorded against the students name on a school roll fortnightly. A draw will be conducted fortnightly for a double movie pass.

The following is a possible guide for rewarding these vouchers.

- showing initiative
- participating in a school activity
- improvement in class academically or in conduct
- being helpful
- involvement in community service
- achieving good results in a subject
- consistency in an area (always in full uniform, always has the Planner filled in and signed) This would have to be over at least half a term.

When a student accumulates 5 Acknowledgement Vouchers they will receive a Merit Award.

2) Application Awards:

An Application Award is given to a student for a high overall standard in the majority of his/her subjects over a one term period. It is for consistent behaviour and effort and will be awarded after teachers have completed a computer based Application Log.

Each student will be awarded one of four grades in the areas of punctuality, completion of homework, engaging in class work, completion of homework, completion of formal assessments, having equipment, catching up on missed work and showing respect to staff and peers. The four grades being: always, most of the time, cause for concern, unacceptable.

The Application Award will be given to any student who receives all always and most of the time only.

The Application Log will be completed by the end of Week 8 of Terms 1, 2 and 3 and by Week 7 in term 4.
3) Award Levels:

   a) **Blue Award:**

       A Blue Award will be given when a student has accumulated one Application Award and has actively participated in at least one community activity such as rep sport, choir, debating, peer support etc. This award is given at the end of a term.

   b) **Bronze Award:**

       A Bronze award will be given when a student has accumulated an Application Award, a Blue award and has actively participated in at least one community activity. This award is given at the end of a term and it takes at least 2 terms to earn this. The Community activity may be the same as in the first term if it has been an ongoing activity, eg. choir, or it needs to be another activity if they are not ongoing, eg. rep sports days.

   c) **Silver Award:**

       A Silver Award will be given when a student accumulates an Application Award, a Blue Award, a Bronze Award and has actively participated in at least one community activity. This award is given at the end of a term and takes at least 3 terms to earn this. These students will earn a barbeque with the Principal at the end of the term.

   d) **Gold Award:**

       A Gold Award extends over one calendar year and is for excellence. A Gold Award will be given when a student accumulates an Application Award, a Blue Award, a Bronze Award, a Silver Award and actively participates in at least one community service. This award is given at the end of the term and takes four terms to gain. For Gold the community service must come from at least 2 domains, eg. Sport and the Arts or leadership and cultural etc. These students will be given a day out at the end of the year and all Gold winners will be presented at an Award ceremony. (In Yr 12 students would all commence with Bronze and bypass Blue as Gold needs to be gained by the end of Term 3)

**NB:**

- Year Coordinators validate all awards before issue.
- Awards can only be given to students without SADs or LADs in the particular term.
- To receive the awards, students will have to have their Community Service sheet completed and validated by the Year Coordinator.
- Any student receiving Gold for 6 years would receive the MacKillop Award which acknowledges outstanding achievement in, and contribution to, the College Community. His/her name would be placed on a MacKillop Honour Board.

Created on 30th Oct, 2003. MCC Pastoral Care
STUDENT MANAGEMENT

RATIONALE:

The student Management System at MCC provides a means to empower students to make decisions and choices that reflect the vision of the Catholic Education System. It encourages students to develop skills in self-management, autonomy and restoration.

MANDATORY PROVISIONS:

- Corporal punishment will not be used at MCC by staff, external tutors or by parents to enforce discipline at the College
- Staff will manage the behaviour of students both within and outside the classroom in accordance with the Student Management System.
- Staff will familiarise themselves with all procedures which arise from the System
- Staff will use positive discipline at all times and will model appropriate behaviour
- Students and parents will agree to co-operate with staff in the implementation of the management system
- The College Executive will provide opportunities for staff to evaluate and strengthen the system
- The A.P. will reinforce with students at the beginning of each term the behavioural expectations and management structures to ensure that the students understand these expectations and structures very clearly.
- Staff will advise parents immediately when any of the procedures arising from the system are applied to a student.

CLASSROOM MANAGEMENT:

Teachers will have their own classroom management system. Classroom behaviour remains the responsibility of the classroom teacher until the behaviour becomes what the school defines as inappropriate.

Consequences for classroom misbehaviour may include such things as,

- Verbal reminders of expected behaviour
- Changing seating
- Staying behind to talk to the teacher
- Writing in the Planner
- Classroom teacher’s detention
- Picking up papers
- Writing lines
- Extra homework
- Phoning parents etc

Teachers MUST have followed up with all the informal methods before entering the Formal System.
INAPPROPRIATE BEHAVIOUR is defined at MCC as patterns of behaviour which impedes others learning or damages relationships between the student students themselves or the student and staff. It is also behaviour which prevents the teacher from teaching effectively or from the other students learning effectively.

FORMAL SYSTEM: YEARS 7 -10

If a student’s behaviour becomes inappropriate and therefore beyond acceptable standards, then the formal classroom management system is to be enforced.

1. **First Step** – Inform the student that formal procedures are commencing.
   “(Student’s name), you are now on your first and only warning for your behaviour and if it continues you will go to Short Time Out.”

2. **Second Step** – If behaviour does not cease.
   “Move to the STO area now and give me your Planner.”
   - Teacher writes in the Student’s planner that he/she is in STO and informs the student that they have a Lunch Detention.
   - During STO the student will not be allowed to participate in the lesson. The length of time in STO is up to the teacher.
   - Teacher to add the student’s name to the Lunch Detention form on Student Notices on the Student Resources Website.

   NB: Teachers decide their own STO area in the rooms and teachers are expected to discuss the incident with the student for restoration.

3. Students who refuse to go to STO or who continue to misbehave.
   “Please leave the room and report to the Library for Long Time Out”
   - Teacher to send another student separately to ensure the student reaches the Library in the shortest possible time with the teacher making note of the time the student was sent from class.
   - Teachers are to complete a Discipline Form outlining what occurred in class and this is given to the KLAC. Also arranges to speak to the student for restoration.
   - If the student refuses to leave the room, another student is to be sent for the AP or another Executive member. In this case the other students may need to be removed from the classroom and Child Protection legislation should be followed.

4. Long Time Out Procedures:
   - LTO will be in the Library
   - The student will be asked to register by having his/her details recorded in the LTO book and LTO will be recorded in the student’s Planner.
   - The KLAC will issue the student with a Short Afternoon Detention (SAD)
   - Students will be given a reflection sheet to complete and will remain in the room until the end of that lesson and will then go back to the next class.
   - No conversation will occur with the student during this time.

5. Student refuses to go to LTO or misbehaves in LTO
   - Parents are contacted immediately and the student is isolated until an interview is organised. Further action is at the Executives discretion.

   N.B. All teachers are expected to follow Restorative Practices before the student returns to any class after a STO or a LTO
PASS OUTS, WITHDRAWALS AND PRACTICAL WITHDRAWALS

Some students will be given Pass Outs if they need “cooling down “time. These students report to the Office after using the Pass and will be looked after by designated staff.

Practical Withdrawal is used only in practical classes where a student’s behaviour is considered unsafe for themselves or for others. These students will be sent to the LTO area in the Library where they will complete set work. A lunch detention is then given by the class room teacher.

Withdrawal is used when LTO is not deemed appropriate and the student needs to be removed from a class. The student will be sent with a note to the Office to a member of the Executive.

OVERALL STRUCTURES:
3 Lunch Detentions in one term = SAD 3.15pm-4.15pm
3 SADs in one term = LAD 3.15pm-4.45pm
3 LADs in one term = in-school suspension with consequences
3 LTOs in one term = in-school suspension with consequences

Consequences may include parental interviews, continued in-school suspension, referral to a counsellor (see Appendix 2), outside referral, a contract, loss of privileges as seen as just, suspension etc.

EXTREME BEHAVIOURS:

The school recognises that certain behaviours and offences may have to be reported to agencies such as DOCs or the Police.

All extreme behaviours will bypass the Student Management System and will be handled by the Principal or AP. (refer to Child Protection legislation and Appendix 3)

Extreme behaviours include those related to illegal substances, physical abuse, continual peer bullying, extreme verbal abuse, extreme destruction of property, carrying weapons.

Consequences may include counselling, detentions, suspensions, police intervention, and recommendation to the CSO for expulsion. (see Appendix)

TO NOTE:
- Lunch Detention to be 4 times a week at 11.10pm for 20 mins. (none on Thursday).
- Lunch Detention will be for STO with teachers being responsible for their class’s discipline.
- SADs and LADs will be held on a Wednesday afternoon with Pastoral Coordinators rostered on a rotational basis. Also, one teacher will also be rostered on to assist when necessary.
- SADs and LADs to be issued by Middle Management only, however, staff may request these as a result of various incidents.
FORMAL SYSTEM: YEARS 11-12

RATIONALE:
The student Management System at MCC provides a means to empower students to make decisions and choices that reflect the vision of the Catholic Education System. It encourages students to develop skills in self-management, autonomy and restoration.

The students have experienced Choice Theory and Practices since commencing MCC. By the beginning of Stage 6 students are expected to be able to manage their own behaviour and establish healthy relationships with their teachers.

Classrooms in Stage 6 should be places of cooperative learning where the teachers are facilitators of learning and the students form a partnership with the staff so to pursue their personal best.

Students will be expected to behave APPROPRIATELY to ensure the best learning environment.
INAPPROPRIATE BEHAVIOUR is defined at MCC as patterns of behaviour which impedes others learning or damages relationships between the students themselves or the student and staff. It is also behaviour which prevents the teacher from teaching effectively or from the other students learning effectively.

In Stage 6 if students are not acting appropriately and will not alter the behaviour they will be asked to report to the Library with their school work. The teacher on Long Time Out for the Junior School will record the presence of the student and will supervise the rest of the lesson where the student may continue their study.

The student must restore their relationship with their teacher before being allowed back into the classroom by organising a meeting with the staff member to discuss what had occurred in the class.

If a student is sent 3 times to the library for inappropriate behaviour in a Term, a formal letter will be issued by the Assistant Principal to the student’s parents. Consequences for repeatedly being sent from class will vary depending on the circumstances but may include counselling, interviews, detentions and/or suspensions.

EXTREME BEHAVIOURS:
The school recognises that certain behaviours and offences may have to be reported to agencies such as DOCs or the Police.
All extreme behaviours will bypass the Student Management System and will be handled by the Principal or AP.
Extreme behaviours include those related to illegal substances, physical abuse, continual peer bullying, extreme verbal abuse, extreme destruction of property, carrying weapons.
Consequences may include counselling, detentions, suspensions, police intervention, and recommendation to the CSO for expulsion. (see CSO Policies)
PASTORAL CARE:

PROCEDURES:

PRIMARY:
PRIMARY STUDENT AWARD SYSTEM

PURPOSE

Recognising children’s accomplishments and efforts serves to affirm, encourage and motivate all students. It also provides positive reinforcement and peer role models for continued successful achievement in all dimensions of school life here at MacKillop Catholic College, Warnervale. For these reasons we regularly acknowledge, through various awards at weekly assemblies, desirable academic, personal and social behaviours. In addition, the recipients of these awards are noted in a school newsletter once a term.

AWARDS

‘Christ Our Light’ Awards
These awards are given to those children whose words and actions reflect the teachings of Christ. Both playground and classroom behaviours are taken into account when issuing these awards. Two children from each class, each week at Monday assembly will be awarded these certificates.

‘Merit Awards for Key Learning Areas’
These awards are given to those children who have made progress and/or contributed in a positive manner within different Key Learning Areas. Two children from each class, each week at Friday assembly will be awarded these certificates.

‘Mary MacKillop’ Awards
These awards are given in recognition of extraordinary and exceptional behaviour that reflects Mary MacKillop’s creed of “Never see a need without doing something about it”. These awards are presented to select students at the End of Year Awards Ceremony.

All staff are expected to operate an ‘awards system’ within their classrooms. If appropriate, feel free to send students to the Head of Primary/Assistant Head of Primary for acknowledgment/raise.

‘Assembly Awards’ are to be provided by each class teacher for each assembly.

‘Class of the Week’ Awards
Each week the Student Council votes on a class of the week. This award is in recognition of the class who has best followed the Rule of the Week, which is promoted by the SRC. The award is presented at Friday assembly.

In addition to these student awards there is also a staff award which serves to further model desirable behaviours and attitudes to the students.

‘Teacher of the Week’ Awards
Each week the SRC vote for a staff member of the week. This award is in recognition of the efforts of our staff. The award, and the reason for the earning of the award, are announced at Friday assembly, by the SRC.
PRIMARY STUDENT MANAGEMENT

RATIONALE:
The Discipline Policy and Practices at MCC are based on a Positive Behaviour Support (PBS) approach which promotes the ongoing formation of students in faith, self-discipline and responsibility. Disciplinary practices will be respectful of the dignity, rights and fundamental freedom of individual students, and at the same time focussed on the proper running of the school for the benefit of all. This policy operates within a context of justice, compassion, reconciliation and forgiveness. It is intended to promote the dignity and responsibility of each person while ensuring the respect for the rights of all students and staff.

BEHAVIOUR MANAGEMENT PRACTICES:
School and classroom rules have been established to ensure the children of MacKillop learn and play in a safe and happy environment. The rules and the reasons behind them have been explained to the children and are regularly revisited.

The aim of the school rules is to encourage positive behaviour.
At MacKillop Catholic College we will teach and practice our school rules. These rules will be reviewed and amended at frequent intervals.

CONSEQUENCES

All teachers will enforce MacKillop Catholic College’s Primary School Rules. All teachers will consistently apply rules and consequences for behaviour.

The use of corporal punishment by school persons (staff and students) and non-school persons (parents and carers) is prohibited.

Consequences for misdemeanours
- Blue Book
- Short time out
- Individual teachers’ practices that they use in their own classes

Warning Notes
- After 3 times in the Blue Book in one term, the child will take home a warning note which is to be signed by a parent / guardian and returned to school the following day.
- If the child’s name is placed in the Blue Book for a 4th time in one term, they will receive a Long Time Out.

Consequences for serious incidents (bullying / unsafe hands)
- Immediate Long Time Out (parents, class teacher and a member of the executive notified)

Long Time Out (LTO)
The next available lunchtime after the inappropriate incident occurs, the child will remain in a classroom for the second half of lunch. The teacher on bus duty will supervise this child. The child will discuss the reason for their LTO with this teacher, and will complete a ‘Consequences Sheet’. The Consequences Sheet will be sent home that day for a parent / guardian to sign and return to the child’s class teacher. This sheet will then be kept in the
Behaviour Folder. It is the teacher’s, who places a child on LTO, responsibility to inform the supervising teacher that they will need to do duty that day.

3 **Long Time Outs in one term**
- A meeting will be held with the child, their parents / guardians and the class teacher.

6 **Long Time Outs in one term**
- A meeting will be held with the child, their parents / guardians, class teacher and Head of Primary.

9 **Long Time Outs in one term**
- A meeting will be held with the child, their parents / guardians, class teacher, Head of Primary and College Principal.

*STUDENTS WHO BREAK THE “SAFE HANDS / HANDS OFF” RULE ARE TO RECEIVE AN AUTOMATIC ‘LONG TIME OUT’!*  

‘**BLUE BEHAVIOUR BOOK**’
Teachers carry a ‘Blue Behaviours Book’ on duty and write the names of students who break the following playground rules: “Out of bounds”, “Not wearing a hat”, “Playing unsafe games” etc.
Students whose names appear in this book **THREE** times in a term will receive a ‘Warning Letter’ (copies in Long Time Out Folder) sent home advising parents. If a child’s name appears in the book a **FOURTH** time in the term, they will be placed on a ‘Long Time Out’.

**REWARDS**

Children who follow the school rules receive positive consequences for their desirable behaviour. Each class teacher has at least one class rewards system in operation which acknowledges the children, either individually and/or as a group, when the school and class rules have been followed.

In addition to this, across the Primary School, all students have a Positive Behaviour Support (PBS) Folder in which they paste stars awarded to them by staff for following the school rules. Upon receipt of every 5 stars they accrue, the students visit with the HOP to discuss the contributions they are making to create a happy and safe learning community at MCC. They are then presented with a principal’s sticker and a small prize, in recognition of these contributions.
MacKillop Catholic College Primary School Rules

To help make MacKillop Catholic College a happy, safe and caring place to learn and play, we have 3 main rules:

1. RESPECT OURSELVES AND OTHERS.
   - Know the rules
   - Follow the rules
   - Use our bodies safely- ‘Safe Hands’
   - Speak politely to everyone
   - Include others
   - Discourage bullying
   - Take pride in our appearance (one set of sleepers/studs, one watch, school coloured hair accessories only, no nail polish or make up, hair tied back and off the face, natural hair colours only). A change of the uniform will require a note signed by a parent or guardian.
   - Wear a hat in the sun- ‘No hat, play in the shade’
   - Take pride in our work
   - Play within the boundaries
   - Walk safely around the school
   - Play safely
   - Take care of all property
   - Move around the school with a buddy
   - Play on the playground equipment sensibly and safely
   - We ask before we take
   - Accept one another’s differences.

2. RESPECT OUR SCHOOL ENVIRONMENT
   - Take pride in our playground areas
   - Take pride in our classrooms
   - Play within the boundaries
   - Only enter classrooms with teacher’s permission
   - Tidy up after ourselves
   - Use equipment carefully
   - Be reverent in God’s house
   - Keep our school clean
   - Recycle
   - Take care of our gardens.
3. **RESPECT EVERYONE’S RIGHT TO LEARN**

- Listen to each other
- Take turns
- Respond to bells
- Work quietly
- Work cooperatively
- Take responsibility for our own learning
- Allow others to learn
- Have a go
- Try our best.

The aim of these rules is to encourage positive behaviour.
At MacKillop Catholic College we will teach and practice our school rules.
These rules will be reviewed and amended at frequent intervals.
The idea of “Class Parents” is to establish a link between the classroom teacher and the parents of the students. We would like to establish this network as a positive part of the support system at MacKillop.

These are some ideas/guidelines that could be taken on by the Class Parents and we welcome any other ideas you may have.

- Welcome new students and their families to the class, perhaps with a welcome certificate. Help these new families familiarise themselves with the facilities available to them at our school.

- Farewell students and their families leaving the school - maybe a farewell party.

- Access a box of greeting cards to acknowledge births, deaths, illnesses and general support of class families. This card box is located in the front office, please see Michelle Baker.

- Assist the children in celebrating teachers’ birthdays and International Teacher’s Day.

- Assist with Mother’s Day and Father’s Day stalls and celebrations.

- Encourage parent/family/carer involvement in school occasions. Eg. School and class Masses, assistance with excursions, school discos, fundraising activities, school community celebrations...

- Encourage any parent/family member/carer who may have a concern to first approach the class teacher and if necessary then approach the Head of Primary rather than share the concern amongst a parent body.

- Facilitate brief parent prayer sessions once/twice a term, perhaps at the start of the day or just prior to home time.

- Respect families’ and teachers’ confidentiality and privacy at all times.

We thank you for taking the time and interest in offering to be a MacKillop Class Parent and very much appreciate what you will be doing this year. Please do not feel that you must do all these things, or only these things.

MacKillop Primary Staff
Why do we have Class Parents?

- To establish a personal link between individual class teachers and the parents of their students.
- To enable parents to have another means of access to information about the school.
- To involve the parents more closely in the school.
- To provide support for the classroom teacher.
- To build a stronger sense of school community.

What is the Role of the Class Parent?

- To encourage other parents to attend meetings, Class/ School Masses and Liturgies, celebrations and activities.
- To support the children within the class and the school.
- To regularly communicate with the class teacher.
- To liaise between the teacher and the rest of the parents to establish a supportive network.
- To organise class socials and activities, that are inclusive of all families within the class, after checking suitable dates with the Head of Primary.
- To refer to the Class Parent Co-ordinator when uncertain about practices and procedures.
- To ensure that all letters, prior to being copied and sent home to parents, have been sited by the class teacher who, in turn, will ensure that the Head of Primary/Assistant Head of Primary has approved them.

How can we achieve this?

- Liaising with the class teacher.
- Ensuring confidentiality, which is vital in maintaining the integrity of the school and privacy of the families in the school.
- Welcoming those who are new to the school (e.g. morning tea, show them around the school, introduce them to other parents).
- Remembering those who are sick (e.g. card, flowers).
- Supporting those families experiencing sickness, trauma, grief (e.g. card, phone call) and by notifying Sr Marea, Family Liaison Officer, of any needs.
- Contacting the class teacher, Head of Primary or Assistant Head of Primary, if you are aware of any circumstances you feel should be brought to their attention.
- Familiarising yourself with school routines and procedures.
APPENDIX 1:

GUIDELINES FOR SUSPENSION AND EXPULSION:

In keeping with the ‘Pastoral Care Policy for Diocesan Systemic Schools’, the Diocesan Mission Statement and the Pastoral Care Policy of the Diocese of Broken Bay, MacKillop Catholic College uses the following guidelines for more serious breaches of the College Discipline System.

In-School Suspension.
In-School suspension may occur through 2 main ways:

1) Through the Discipline System, with cumulative breeches of behaviour
2) Through a serious breach of behaviour

Progression
The College has a very clear and transparent discipline system that has a progression of steps that lead to more serious consequences. The Discipline System is explained to the parents in the Parent Handbooks and on Information Nights and, to the students, at Assemblies and in class. It is also in the Secondary Planner.

As student behaviour progresses through the various steps the following must occur:

• Parents to receive notification of infringements as they occur by letter, phone calls, parent interviews and/or through the Planner in Secondary.
• Students to receive a number of consequences for offences and to have the opportunity to change and to restore relationships.

When a student has progressed through all the steps and/or poor behaviour continues, then an in-school suspension may occur. For this to happen:

• Parents are to be contacted immediately informing them of the action and stating why the suspension has occurred.
• The student is to be isolated in the Office and to be supervised by the Pastoral Coordinator and the AP (Secondary) or the HOP and AP (Primary) and the Office Staff to ensure the student has school work to do, is given supervised break times and is safe.
• Parents are asked to make an appointment as soon as convenient to discuss the matter. At this meeting a plan will be established to attempt to create change in the student and to foster improvement and growth.
• Students will then return to school with support to enhance the chance of success.

Serious Breach:
In the case of a serious breach, an in-school suspension may be given. This will be decided after discussions between the Pastoral Coordinator and the AP (Secondary) or the HOP and AP (Primary). Other Coordinators and teachers may be included in the discussion as seen appropriate.

If this occurs, the steps outlined for in-school suspension above will also be followed. There may also be further consequences such as community service, apologies etc.
Suspension and Expulsion:
For a very serious breach, out of school suspension and/or expulsion may occur. **It must be noted that only the Director of Schools may expel a student.**

In the case of Suspension the two forms designed by the CSO must be completed.

1) Notification of Suspension to the Parish Priest and the Schools Consultant.
2) Due Process in Case of Student Discipline.

These two forms must then be sent to the CSO and Form 1 to the Parish Priest. Form 2 has procedures that must be followed by the College.

Suspensions may be Short Suspension which is 2 to 3 days in length or may be Long Suspension which is for 5 days.

If an investigation is pending, such as the Police or other agencies being involved, the suspension may have a longer duration.

If the student is accepted back into the College, an interview must occur with the family and the school. Following discussion and agreement between the Principal and parent/s a contract of behaviour is to be agreed upon with Secondary students having to sign the contract. (optional depending on the age of the Primary student)

Other consequences may also occur such as Community Service, apologies, etc.

**Special Circumstances:**
If a child is deemed to be at risk or unsupervised during an Out of School Suspension, the College may allow the suspension to occur with the student being supervised at school.

Counselling may also be offered by the school if the student is distressed and/or at risk.
APPENDIX 2:

School Counselling Program:

School Counsellor:  Ms Sandi de Plater
Family Liaison and Pastoral Care:  Sr Marea Ross

The School Counselling Program is part of a network in the Broken Bay Diocese and the position is fulltime at MCC for 2006, with ½ to one day with the Primary School.

The School Counsellor and Family Liaison Officer will be working together to provide the best support and assistance for the students and their families.

The School Counsellor’s role is to work with students who have worries and difficulties in how they are feeling, thinking or coping with school, home or just how they’re feeling about themselves. These are the emotional, social, behavioural, family and psychological issues that may be impacting on them.

The Family Liaison and Pastoral Care Officer is a great support in this area. The Family Liaison Officer will meet all the Year 7 students in small groups as an introduction to MCC and to assist with the transition. The issues she will work with are pastoral, day to day issues of a less serious nature. This can mean friendship problems and concerns of this sort.

The Counsellor will be continuing with the programmes conducted last year, such as ‘Cool Kids’ for students experiencing anxiety, ‘Fantastics’ to support those experiencing social difficulties and bullying, and will be a supporter of the ‘Friends’ groups. The ‘Adolescents Coping with Emotions’ (ACE) group will also be conducted with a small group of Year 9 students. The Family Liaison Officer conducts the Seasons for Growth Program with both primary and secondary students and parents, social skills groups for Primary students and an Anger Management group.

In the Primary School there is a formal referral process. This process requires referral forms and consent forms from parents to be completed and given to the Head of Primary (HOP). There is also a referral form completed by the classroom teacher and signed by the HOP. The two forms must be completed and faxed to CSO before any counselling can commence. These forms can be obtained from the HOP or AHOP.

In the Secondary School, referrals come from three main sources.
1. Students can self-refer by making an appointment at the office. Students should do this the day before. If they need to they can come with just one friend. They usually only have one appointment with the Counsellor or the Family Liaison Officer in a week.
2. Parents may be concerned for their child and can therefore make contact and request counselling.
3. Teachers may be concerned for a student’s emotional, psychological or social wellbeing and development. Various concerns may include changes in behaviour, emotional states or skills in dealing with situations or events.
Teachers can then……
→With these concerns the teacher may choose just to consult the counsellor regarding concerns and possibilities for support.
→Teacher may already be in communication with family re concerns and counselling can be offered as a support.
→Teachers may be in discussion with the student regarding concerns and therefore counselling contact could be offered and encouraged.

**Appointments procedure:** When an appointment is made with a student, a note is placed in the teachers pigeon hole a day before advising them of the appointment. If this is an inconvenient time for the student to be out of class the teacher can let the Counsellor or Front Office know and another time can be arranged. Occasionally immediate appointments can be made for urgent issues and the teacher will be informed of the student’s absence from their class as soon as possible. If the teacher has any suspicions that a student may be taking advantage of this system please let the Counsellor know.
Secondary students will receive a reminder notice of their appointment in Pastoral class and should have this with them.

**Confidentiality:** When it comes to confidentiality the students and families have the right to privacy so there are some things the Counsellor and the Family Liaison Officer are able to discuss with staff, and others they can not. When it is a school related issue, or something that may influence their learning, they will endeavour to get the student’s permission to discuss the situation with the teacher/s. At other times they may only be able to say something very general.

**Communication:** Communication will be as open as possible and a collaborative working relationship developed, especially as the teachers see the students everyday.

### **Student of Concern: Co-ordinator to Counsellor**

| Name: | 
| Class: | 
| Concern: | 

How long has this been going on?
Frequency?

Peer situation?
Academic situation?

Support so far:
Action requested:
Have you had contact with the family?

Action taken:
(From Counsellor)
APPENDIX 3:

CHILD PROTECTION LEGISLATION

All school personnel have a crucial role to play in helping identify children and young people who are suffering or likely to suffer significant harm and in taking appropriate action at an early stage. School Staff, both teaching and non-teaching, are provided by CSO training regarding their statutory obligation to report ‘risk of harm’ concerns to authorities such as DOCs and the Police when they suspect on ‘reasonable grounds’ that a child is at risk of harm.

Therefore, it is the expectation of MacKillop Catholic College that all staff will attend the mandatory Child Protection Courses and follow up courses and be registered with the CSO as having attended these. Also, all Staff must be familiar with the document entitled “Creating Safe and Supportive School Environments” which is available from the Executive of the College. Each Staff member must also be familiar with the document they receive concerning Professional Guidelines concerning this matter.

This Child Protection Resource Manual supports the Diocesan Schools system policy framework for creating safe and supportive school environments. It has been designed to provide practical guidance to assist all school staff in fulfilling their child protection responsibilities and to raise awareness of the inter-relationships of child protection with other protective strategies and learning programs which aim to meet the social, physical, emotional and spiritual needs of students. The manual sets out the procedures to be followed when making reports to DOCs and gives clear guidance as to how allegations of appropriate conduct involving a staff member are to be handled.

It is essential that child protection concerns are handled sensitively, professionally and in ways which support the needs of the child. The Catholic Schools Office recognises the difficulties associated with this area and is committed to providing appropriate support to schools to assist them in fulfilling their duties in this very sensitive area.

NB. This document also contains information on complaint handling procedures regarding allegations of reportable conduct against employees.