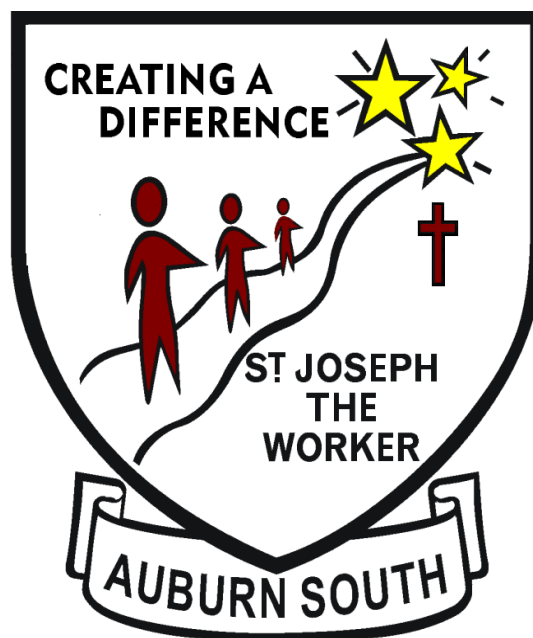


# **ST JOSEPH THE WORKER**

## **PASTORAL CARE POLICY**



## RATIONALE

The key to good teaching and learning at St Joseph the Worker is the learning environment, and the quality of this environment is significantly determined by the human relationships within the school. Pastoral Care cannot be thought of in separate terms from the teaching and learning at St Joseph the Worker; it is a key determinant of successful learning. 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

Pastoral care at St Joseph the Worker endeavours to uphold and sustain those policies and practices which foster the values of mutual respect, responsibility and service within the family and community. A commitment to democratic processes, cooperation and concern for the common good are principles which students are progressively encouraged to emulate in their relationships with others.

As a school community we need to respond with increasing sensitivity to the social and cultural diversity of our members. Through pastoral care we promote respect and support for diverse family structures, different ways of giving expression to Christian faith, and awareness of cross-cultural issues. In addition, pastoral care aims to ensure that opportunities for students and all members of the community are not prohibited by differences brought about by factors such as socio-economic status, gender, ethnic origin, race or disability.

In this context, pastoral care at St Joseph the Worker plays an important role in ensuring that the school's policies and practices respect the dignity, rights and fundamental freedoms of individual students. Also, it seeks the provision of learning opportunities for individual students which are responsive to their unique needs for growth and fulfillment.

Practices and procedures for student management/discipline at St Joseph the Worker are based upon restorative practices.

As a philosophy, Restorative Justice at St Joseph the Worker provides a framework of student management that moves away from the traditional punitive response, to one which, while still providing limits and consequences, looks for ways to repair the damaged relationships and improve existing relationships.

**A restorative approach focuses on the "Three R's" - Relationships, Responsibility and Relevance.**  
It:

- has clear expectations, limits and consequences
- is more concerned with harm done rather than which rules/laws have been broken
- is more concerned with making things right and healing rather than what punishment is deserved
- is focused on relationships and how people are affected
- fits within the framework of the Catholic Education Office's "Pastoral Care Guidelines for Catholic Schools" (2003).

High-quality pastoral care at St Joseph the Worker flows from our vision statement which is inspired by our school motto and crest.

## VISION STATEMENT

### CREATING A DIFFERENCE

*You yourselves are our letter, written on our hearts to be known and read by all; and you show that you are a letter of Christ, prepared by us, written not with ink but with the Spirit of the living God, not on tablets of stone but on tablets of human hearts.*

2 Corinthians 3:2-4

## MISSION STATEMENT

*At St Joseph the Worker Catholic Primary School we are committed to:*

### CELEBRATING BEING CATHOLIC



Proclaiming Jesus Christ as central to our lives  
Nurturing children in a faith – filled community  
Teaching Catholic beliefs, values, practices and traditions  
Rejoicing in our story

Was it not necessary that the Messiah should suffer these things and then enter into his glory?

Luke 24:26

### PROMOTING SUCCESSFUL LEARNING



Providing a quality education for all children  
Fostering a positive attitude towards independent learning  
Inspiring children to realise their full potential  
Providing a safe, secure, learning environment

“...and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?”

Micah 6:8

## FOSTERING A TRUE SPIRIT OF COMMUNITY



Celebrating the cultural diversity of our community  
Promoting a welcoming and caring environment  
Valuing the gifts of each individual  
Realising partnership with parents

“The King said to me, ‘Let us start!’ They exclaimed, ‘Let us build!’ and with willing hands they set about the good work.”

Nehemiah 2:18

## EMBRACING THE FUTURE WITH HOPE



Promoting children’s confidence and self worth  
Inspiring in our children a strong sense of hope and wonder  
Engendering an excitement in the possibilities for the future  
Accepting the challenge to make a difference in our world

....So that you may be ... children of God without blemish in which you shine like the stars in the world.

Philippians 2:15

## **BELIEF STATEMENTS**

**At St Joseph the Worker we are founded on the person of Jesus Christ and enlivened by the Gospel.**

**Therefore we are committed to:**

- embracing the example of Jesus and the teaching of the Gospel, especially in relation to faith, hope, love, forgiveness, justice and freedom
- reflecting the love of God within our community
- living out the Gospel message within and beyond our school community
- caring for those within the school community, especially those experiencing disadvantage
- providing an environment where students experience school as a place of hope and promise for their future.

**At St Joseph the Worker we highlight the relevance of our faith to life and contemporary culture.**

**Therefore we are committed to:**

- promoting the dignity of the human person and the value of human life
- helping students assess how they can contribute positively to a contemporary Australian culture
- encouraging students to promote justice, peace, harmony and service
- providing opportunities for students to make their community a better place in which to live
- emphasizing the value and dignity of all peoples so as to build a harmonious multicultural society.

**At St Joseph the Worker we are committed to the development of the whole person.**

**Therefore we are committed to:**

- providing a loving, caring and secure environment
- recognising the individuality and dignity of each student
- fostering positive relationships within the school community
- fostering the dignity, self-esteem and integrity of each person
- the quality of relationships within the school, and the pastoral care of each person
- the recognition given to the variety of learning styles of students.

## **STUDENT MANAGEMENT**

St Joseph the Worker's discipline practice is closely linked with its pastoral care policy. Both seek to promote respectful, secure and healthy environments in which students can prosper.

St Joseph the Worker school aims to create an environment which is supportive of all students. It endeavours to promote a sense of belonging and demonstrate a caring concern for the well-being of all.

Some students present with personal and social problems which are disruptive to the teaching and learning program, disrespectful of school rules or harmful to the well-being and security of other students. In this context, pastoral care at St Joseph the Worker ensures that disciplinary practices are approached in a restorative manner to change and heal destructive behaviours.

Corporal punishment is expressly prohibited at St Joseph the Worker as in all Catholic schools.

## **RESTORATIVE PRACTICES**

Restorative Justice is the practice and philosophy of using restorative measures in order to promote resiliency in both the harmed and the one who causes harm. It is about the development of relationships amongst students and their peers and also between students and teachers. Restorative measures help students learn from their mistakes, reconcile and resolve problems with others. There is a set of core restorative practices in place to manage student behaviour which assist the child to reflect on their behaviour, consider how they affect others and grow. These practices are focused on compassion, forgiveness, justice and inclusiveness. They are:

- affective questions and statements - including reflection sheets
- teacher inner and outer circles
- class circles
- mediation sessions with an individual student or a group of students led by school pastoral team

## **PASTORAL CARE INITIATIVES/SUPPORT PROGRAM**

The following programs are available at St Joseph the Worker to provide support for students:

- New Arrivals
- ESL
- Reading Recovery
- Special Needs
- Learning Intervention
- Gifted & Talented
- Religious Education
- Peer Support Program
- Kindergarten/Year 6 Buddies Program

The school either has available on site or can refer parents to:

- Parish Priest
- School Counsellor
- CEO Pastoral Support Team
- African Liaison Officer
- Interpreters
- Auburn Community Health centre

## **DISCIPLINE POLICY**

Disciplinary practices at St Joseph the Worker aim to develop self-discipline among students. Our discipline policy and practices are intrinsically related to the principles and values of the school's Vision and Mission Statements. At St Joseph the Worker we believe that all children have the right to learn to the best of their ability and the responsibility not to disturb the learning of others. To facilitate this belief we have established whole school rules as well as practices and procedures for classroom and playground management.

St Joseph the Worker Whole School Rules are:

1. Hands and feet to yourself
2. Follow teacher's instructions
3. Speak politely

The Whole School Rules and playground rules and consequences also apply when out of school on excursions, gala days, carnivals, etc.

## **CLASSROOM PRACTICES AND PROCEDURES**

### **Discipline in the Classroom**

Each class has a set of rules with consequences and rewards ensuring the individual rights and responsibilities of all its members. Classroom rules are established with the class at the beginning of the school year and reviewed regularly throughout the year. Classroom rules are written in a positive manner and are clearly displayed in the classroom.

The rules that cover positive actions are:

- Communication
- Learning
- Movement
- Treatment
- Safety

Teachers at St Joseph the Worker use restorative justice practices in their classroom management.

If a student displays inappropriate behaviour teachers will:

1. Give a verbal reminder to the student of the appropriate classroom behaviour.
2. If inappropriate behaviour still continues the student is removed from the class activity for approximately 5 minutes. After the 5 minutes the student rejoins the group after naming the positive behaviour they will display.
3. If inappropriate behaviour still continues the student is removed from class activities for approximately 10 minutes. After the 10 minutes the student rejoins the group after naming the positive behaviour they will display.
4. If the inappropriate behaviour continues the child is sent to another class for a longer period of time (30 minutes to 1 hour). Again inclusion back into the class operates through the same procedure. The teacher also notifies the Principal/office that the child is in another classroom.
5. If inappropriate behaviour continues the student is removed from the classroom and sent to the office for the remainder of the day and their name is recorded and is followed up by the Principal.

### **Level 3 Behaviours**

Level 3 behaviours, in line with the Playground rules are:

- Fighting including punching, hitting, kicking
- Being disrespectful to, backchatting, swearing at and/or being defiant to a staff member

If this occurs in the classroom, the Principal/Assistant Principal is notified immediately and the child is removed from the classroom for the remainder of the day and possibly for part of the following school day. Parents are notified and students may be sent home at the Principal's/Assistant Principal's discretion. The student also misses out on the next class or school special event, such as a gala day, excursion, mufti day, guest speaker, SRC activity day.

### **Repeat Offenders**

If a student is sent out of class 3 times in a term, then a letter is sent home informing the parents/carers of the details of the time out occasions. This letter must be signed by the parent/carer and returned to the Principal.

If a student is sent out of class 4 times in a term, then a letter is sent home informing the parents/carers of the details of the time out occasions and requesting an interview. This letter must be signed by the parent/carer and returned to the Principal and an interview held. The student also misses out on the next class or school special event, such as a gala day, excursion, mufti day, guest speaker, SRC activity day.

## **PLAYGROUND PRACTICES AND PROCEDURES**

St Joseph the Worker has a set of procedures which ensure the individual rights and responsibilities of students when they are outside the classroom.

### **Playground procedures**

A “No hat, No play” rule applies in the playground.

Any student without a hat is to sit in the amphitheatre or under the shade of the tree at the park.

### **Before school**

- Kindergarten – Year 2 put bags on verandah, Years 3-6 keep bags on playground seats.
- Library courtyard games may be used.
- Main courtyard: no running or ball games.
- Grass area is out of bounds.
- Area outside church is out of bounds Friday mornings due to Mass.

### **Class seating arrangements for eating time**

- Kindergarten under tree near amphitheatre.
- Year 1/2 amphitheatre.
- Years 3 on seats outside sports room and Yr 1/2 classrooms
- Year 4/5/6 under tree near Kindergarten.

### **1<sup>st</sup> break**

- Students sit and eat in designated eating areas for 15 minutes.
- Students are allowed to play on teacher’s instruction (after 15 minutes eating time). Any student still eating is to stay seated.
- Handball is permitted on handball courts.
- Library courtyard games may be used.
- Grass area is out of bounds.

### **2<sup>nd</sup> Break – when not going to the park**

- Students sit and eat in designated eating areas for 15 minutes.
- Students are allowed to play on teacher’s instruction (after 15 minutes eating time). Any student still eating is to stay seated.
- Handball is permitted on handball courts.
- Classes are rostered onto the grass area/basketball court. Teachers/Sports Captains distribute and collect balls for soccer and basketball. No tackling or rough play is permitted on the grass area.
- Library courtyard games may be used.
- Classes are rostered to be allowed to go into the Library each week.

### **2<sup>nd</sup> break – when going to the park**

- Students sit and eat in designated eating areas for 15 minutes.
- Students go to the toilet before leaving for the park. They are not permitted to come back to school from the park once they are there.
- Students sit down in class lines on the teacher’s instruction with drink bottles. (Any student still eating takes their food to park and sits to finish eating.)

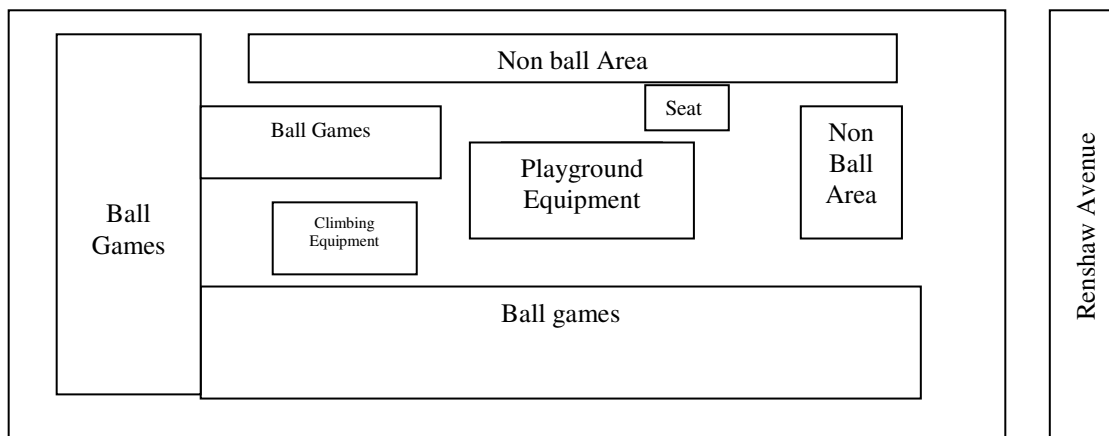
### **After school**

- Students in Kindergarten, Year 1 and Year 2 remain with their class teacher on the veranda until their parent/carer arrives, unless permission has been given for them to leave the school unaccompanied. If not collected after a few minutes they will wait under the tree with the teacher on duty.
- Students in Years 3, 4, 5 & 6 are dismissed from the classroom. Students wait with the teacher on duty until 3:30. After this time students are taken to the Office and parents/carers are notified.

## Park Procedures

Children go to Angus Park, which is located opposite the school in Renshaw Ave, on Mondays, Wednesdays and Fridays, weather permitting.

- Teacher instructs students to go to the toilet just before 1.30.
- Teacher instructs Student Representative Council (SRC) to collect the playground red tub (including green folders and first aid bags) and park equipment and line up at the corner of the school hall with a teacher.
- Teacher takes a mobile phone (school phone number: 9646 1434) and a whistle.
- Teacher instructs students to sit down in their class lines and each class then moves to line up behind the SRC and teacher.
- SRC students are to stand at specific safety points along the route to the park to assist with children crossing over to the park.
- Teachers to move students across to the park with a teacher standing in middle of road to assist with crossing.
- Students who need time out and need to complete a Reflection Sheet must sit in the non-ball playing area.
- Students who are still eating sit in the non-ball playing area.
- A designated area is set aside for non-ball playing games (adjacent to playground equipment).
- One teacher is to be on the top half of park, the other teacher is to be on the bottom half of park when supervising.
- In the event of an emergency, students respond to 3 short, sharp whistle blows and move to the nearest supervising teacher or in the direction in which that teacher is pointing.
- Students are not permitted to go beyond the top path of the park or near neighbouring fences
- Students are not to use park play equipment.
- Teacher blows a whistle at 1.50/1.55 for students to line up to return to school.
- SRC students are to stand at specific safety points along the route back to school to assist with students crossing the road.
- Students are to go to toilets/bubblers on return. No child is to leave the park to go to the toilet.



### Plan for Maree Elbadaoui (Yr 1)

#### *Maree to wear a different hat*

- |        |  |
|--------|--|
| 1.30pm | Both teachers to ensure Maree is on the line;<br>Yr 6 buddy, Hannah, to walk with Maree.   |
| 1.40pm | When change of duty teachers, both teachers leaving are to show incoming teachers where Maree is.  |
| 1.55pm | Both teachers to check she is on line when leaving.  |
| 2.05pm | Last teacher to stay at gate until it is locked;<br>Yr 6 buddy, Hannah, to walk with Maree;<br>Yr 6 buddy, Hannah, to walk Maree to bubbler/toilet if needed and take her to her line. |

## **Lining up Procedures**

### **Before the Bell**

- Teacher reminds students to stop games, go to the toilet and get a drink a few minutes before the 3 minute bell goes.
- Teacher to be ready at the microphone when the bell goes.

### **Bells**

- 1<sup>st</sup> bell tells students to stop playing and walk to line.
- 2<sup>nd</sup> bell means students must be lined up silently.
- Students are not allowed to go to the toilets or bubblers after the 2<sup>nd</sup> bell has rung.

### **Lining up Points**

- As students move to lines, the teacher on the microphone allocates points to classes who are moving quietly, quickly and sensibly.
- The rostered Year 6 students then record these allocated points on the lining up sheet.
- At the end of each week, the class with the most points is rewarded with 15 minutes extra play time, at a time decided upon by the class teacher.

NB Support teachers are to come out at lining up time and look after the class of the teacher on microphone

## **Afternoon Dismissal**

- Students in Kindergarten, Year 1 and Year 2 will remain with their class teacher on the veranda until their parent/carer arrives unless permission has been given for them to leave the school unaccompanied. If not collected after a few minutes they will wait under the tree with the teacher on duty.
- Students in Years 3, 4, 5 & 6 will be dismissed from the classroom. Teachers supervise students walking down the stairs.

## Playground Consequences

In the playground there are different “levels” of inappropriate behaviour. These levels are displayed prominently in all classrooms and in the playground. Playground rules and consequences also apply when out of school on excursions, gala days, carnivals, etc.

### Playground Behaviours

#### Level 1

5 min (K-2) or 10 min (Yr 3-6) time out

- Throwing dirt, sand, gum nuts, rocks (not at someone)
- Playing out of bounds
- Running before school
- Spitting
- Wetting themselves or others
- Speaking rudely to others

If an offence is repeated whilst the same teacher is on duty the student moves to level 2 consequence.

#### Level 2

Students complete a playground reflection sheet (*see appendix 1*) and 10 minutes time out (K-2)/ 15 minutes time out (Yr 3-6) and name to be recorded in green folder in the red playground tub.

- Making rude gestures
- Teasing
- Swearing
- Disobeying teacher's instructions
- Playing dangerously with equipment
- Spitting at people
- Breaking the hands off rule
- Rough play
- Lying
- Throwing dirt, sand, gum nuts, rocks at others

#### Level 3

Students are immediately removed from the playground and sent to the Principal or Assistant Principal. They do not return to their class for the remainder of the day. Parents are notified and students may be sent home at the Principal's/ Assistant Principal discretion. The student misses play on the following day. The student also misses out on the next class or school special event.

- Fighting including punching, hitting, kicking
- Being disrespectful to, backchatting, swearing at and/or being defiant to a staff member

### Repeat Offenders

- If a student receives 3 Playground Reflection Sheets in a term, then a letter is sent home informing the parents/carers of the details of the time out occasions. This letter must be signed by the parent/carer and returned to the Principal. The student also misses out on half of their 1<sup>st</sup> break (11.00-11.15) and half of their 2<sup>nd</sup> break (1.30-1.55) on the following day.
- If a student receives 4 Playground Reflection Sheets in a term, then a letter is sent home informing the parents/carers of the details of the time out occasions and requesting an interview. This letter must be signed by the parent/carer and returned to the Principal and an interview held. The student misses out on half of their 1<sup>st</sup> break (11.00-11.15) and half of their 2<sup>nd</sup> break (1.30-1.55) on the following week. The student also misses out on the next class or school special event, such as a gala day, excursion, mufti day, guest speaker, SRC activity day.
- If a student receives more than 4 Playground Reflection Sheets in a term, then an individual behaviour contract is developed between the Principal/Assistant Principal, parent and classroom teacher.

## Managing Students with Challenging Behaviours

At St Joseph the Worker we follow the practices and procedures outlined in the “Managing Students with Challenging Behaviours, Guidelines for Primary Schools” (*Catholic Education Office, Sydney, 2007*). These guidelines support the students, teachers and the whole school community. The focus is on proactive strategies and prevention.

There are four steps which are implemented to manage inappropriate behaviour.

### Step 1

The teacher actively listens to the student and collects relevant information about possible cause of concern. At St Joseph the Worker teachers complete the following proformas (*See Appendices*)

- *Planning and Implementing Initial Adjustments*
- *Positive and Negative Adjustments.*

If there is minimal or no change occurring Step 2 then applies.

### Step 2

The classroom teacher in consultation with other school personnel and parents will develop an Individual Positive Behaviour Plan (IPBP). (*See Appendices*). The IPBP is then implemented and reviewed.

If there is minimal or no change occurring Step 3 then applies.

### Step 3

The classroom teacher in consultation with the Principal, Regional Consultant, parents and other school personnel will develop a revised IBPB. This includes a risk assessment and a risk management process.

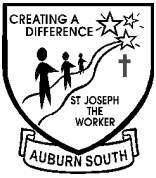
If there is minimal or no change occurring step 4 then applies.

### Step 4

Student behaviour leads to determination of continuing enrolment by Regional Director.

NB If there is minimal or no change the school will refer to the Suspension and Expulsion Policy outlined in “Pastoral Care, Guidelines for Catholic Schools, (*Sydney Catholic Education Office, 2003*).

# APPENDICES



# Whole School Rules

1. Hands and feet to yourself
2. Follow teacher's instructions
3. Speak politely

## Golden Rule

Everyone has the right to learn to the best of their ability and the responsibility not to disturb the learning of others

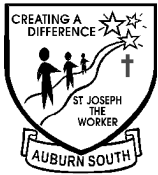
## **Restorative Justice Affective Questioning**

### **Focus Areas for Affective Questioning**

1. **Focus** on the specific behaviour or incident without blaming.
2. **Draw** out who was affected and how they were affected.
3. **Direct** questions toward problem. Solve what needs to happen to make things right.

### **Affective Questions**

1. **What** happened?
2. **How** did it happen?
3. **How** did you act in this incident?
4. **Who** do you think was affected?
5. **How** were they affected?
6. **How** were you affected?
7. **What** things need to happen to make things right?
8. **If** the same situation happens again how could you behave differently?



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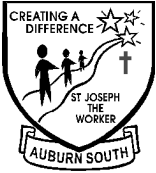
# GREEN PLAYGROUND FOLDER

WEEK.....

TERM .....

CHILD'S NAME TO BE RECORDED HERE WHEN S/HE RECEIVES A LEVEL 2 PLAYGROUND REFLECTION SHEET.

NAME	CLASS	DATE	REASON	TEACHER'S NAME



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## LINING UP SHEET

WEEK.....

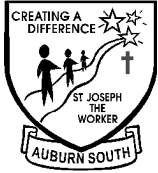
TERM .....

- Any student who speaks after the first bell or who moves before being directed to will be recorded on this sheet
- At the following break (Recess or Lunch), all students recorded on the Lining up Sheet will miss out on 10min play (first 10 min recess or 1.00-1.10 lunch).
- The teacher ticks off students' names to indicate they have done their Time Out.

### Time Out at Lunch

- Students are to sit on the Kinder veranda, spaced out and facing the wall. They are not to speak, eat or drink. If they break the rules, the Time Out will be extended. If it is an ice block day they will not be able to purchase an ice block.

TEACHER'S NAME AND DATE	CHILD'S NAME	CLASS	TEACHER'S NAME AND DATE	CHILD'S NAME	CLASS



## STUDENT PASTORAL CARE MEETING

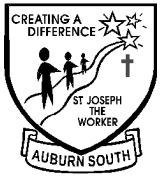
Name/s: \_\_\_\_\_

Class/es: \_\_\_\_\_

Date: \_\_\_\_\_

Issues:

Outcomes:



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## Mediation Meeting

Date: \_\_\_\_\_

Teacher/s: \_\_\_\_\_

Person 1:	Person 2:
What happened?	What happened?
Who was affected/hurt? How were you affected? How were they affected?	Who was affected/hurt? How were you affected? How were they affected?
What do you think need to happen to make things right?	
If you find yourself in this situation again, what could you do differently?	

Next meeting: \_\_\_\_\_

[illegible]

[illegible]

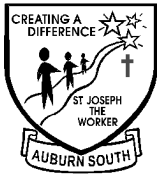
## LEVEL 3 FIGHTING/DEFIANCE

### MISS PLAY AND MISS SPECIAL EVENT

[illegible]

[illegible]





# St Joseph the Worker School

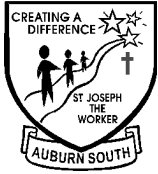
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## GOLDEN AWARDS

	K	1/2S	1/2W	3	4/5	5/6
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						



## REFLECTION ON MY PLAYGROUND BEHAVIOUR YEARS 3 -6

*Completed reflection sheet is to be placed in class teacher's pigeon hole*



and think



about your behaviour

*This section to be completed by the concerned teacher.*

Student's name: \_\_\_\_\_ Class \_\_\_\_\_ Day \_\_\_\_\_ Date \_\_\_\_\_ Wk \_\_\_\_\_

Playground Teacher's Name \_\_\_\_\_

Reason for Concern \_\_\_\_\_

Time handed out \_\_\_\_\_ Time collected \_\_\_\_\_

*This section to be completed by the student.*

What did I choose to do?

---

---

---

Who was affected?

---

---

How were they affected?

---

How can I make things better now?

---

---

If this happens again I will

---

---

## REFLECTION ON MY PLAYGROUND BEHAVIOUR KINDERGARTEN – YEAR 2

*Completed reflection sheet is to be placed in class teacher's pigeon hole*



and think



about your behaviour

*This section to be completed by the concerned teacher.*

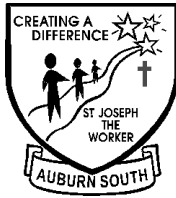
Student's name: \_\_\_\_\_ Class \_\_\_\_\_ Day \_\_\_\_\_ Date \_\_\_\_\_ Wk \_\_\_\_\_

Playground Teacher's Name \_\_\_\_\_

Reason for Concern \_\_\_\_\_

Time handed out \_\_\_\_\_ Time collected \_\_\_\_\_

**Draw what happened. Write the people's names if you can and a sentence about it.**



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## Step 1

### (Planning and Implementing Initial Adjustments)

# Managing Students with Challenging Behaviours

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Mentor: \_\_\_\_\_

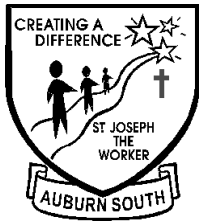
BEHAVIOUR	
	Comments
<b>What is the behaviour?</b> <ul style="list-style-type: none"> <li>• Frequency</li> <li>• Intensity</li> <li>• Duration</li> <li>• Age Appropriateness</li> </ul>	
<b>When does this behaviour occur?</b> <ul style="list-style-type: none"> <li>• Eg. Morning, sport, after weekend etc.</li> </ul>	
<b>Where does this behaviour occur?</b>	
<b>Why does this behaviour occur?</b> <ul style="list-style-type: none"> <li>• To get something</li> <li>• To avoid something</li> <li>• To communicate something</li> </ul>	

TEACHING AND LEARNING ACTIVITIES	
	Comments
<b>Does the student know what to do in the learning activity?</b> <ul style="list-style-type: none"> <li>• Look at a variety of KLAs</li> </ul>	
<b>How could I adapt the activity to suit the student's needs?</b>	
<b>Is the student achieving success?</b>	

STUDENT MANAGEMENT	
	Comments
How do I foster a positive relationship with this student?	
What am I currently doing that is working?	
What techniques should I trial?	

COLLECTING SCHOOL BASED INFORMATION	
	Comments
<b>Review student file</b> <ul style="list-style-type: none"> <li>Assessments</li> <li>Reports</li> <li>Medical reports</li> </ul>	
<b>Observe and collect data on student behaviour eg.</b> <ul style="list-style-type: none"> <li>Playground (Reflection Sheets)</li> <li>Classroom</li> <li>Park</li> </ul> <i>(Document on Positive and Negative Observation Sheet)</i>	
<b>Seek support</b> <ul style="list-style-type: none"> <li>Previous teachers</li> <li>Mentor</li> <li>Counsellor</li> <li>Executive Staff</li> <li>Parents</li> </ul> <i>(Document on Pastoral Care Meeting Sheet)</i>	

**Minimal or no change occurring. Move to STEP 2**



# St Joseph the Worker School

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## Step 1

## Positive and Negative Observations

You should observe the target student and write detailed notes regarding the antecedents, behaviours and consequences.

Student: \_\_\_\_\_ Yr: \_\_\_\_\_ Teacher: \_\_\_\_\_

Lesson: \_\_\_\_\_ Location: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Lesson: \_\_\_\_\_ Location: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

## Step 2

# Individual Positive Behaviour Plan IPBP

Student Name .....

Date.....

Identified behaviours of concern	Desired outcome	Agreed management strategies	Strategies to be undertaken by	Monitoring comments

## Step 3

### Developing an Individual Positive Behaviour Plan (IPBP)

#### **Task 1      Risk Assessment (undertaken by the School)**

*In order to develop an IPBP, schools need to conduct the following risk assessment:*

Date: \_\_\_\_\_

#### **Personal Details**

Student name .....

Date of Birth .....

Address .....

.....

Parent / Carer Name .....

Other Carers (if applicable) .....

.....

Phone Number .....

Emergency Contact .....

School .....

Principal .....

Class Teacher .....

Other school / CEO staff who need to be involved .....

.....

Clinical Staff (if applicable) .....

.....

**Risk Assessment Questions**

**a. Student genuinely identified as posing a possible behaviour risk to self, other students, other adults.**

How did this identification occur?

- ☐ Parent informed
- ☐ Clinical assessment
- ☐ Observation by school staff
- ☐ Behaviour incident occurring at school
- ☐ Other .....

**b. Identify the risks**

What clinical condition(s) or special need(s) have been identified for this student? (if applicable)

.....  
.....

What other student factors need to be considered? (age, cultural background, family context, development of those in the class and in the school)

.....  
.....

What behavioural symptoms of the condition(s) or need(s) should be considered in the development of a school management plan? (if applicable)

.....  
.....

What advice/support is being provided by clinical staff working with this student? (if applicable)

.....  
.....

What specific risk of harm behaviours have been observed by staff at the school?

.....

.....

.....

.....

Describe any significant behaviour incidents that have occurred in the school context

.....

.....

.....

What conditions/situations within the school may trigger these behaviours in the student? (for example classroom arrangement, classroom equipment, buildings, furniture).

.....

.....

.....

How often are behaviours likely to occur in a one-week period? .....

What conditions outside of the school are known to trigger these behaviours in the student? (this must be evidence-based)

.....

.....

Who in the school is most likely to be able to diffuse the behaviours of the student?

.....

Who within the school is likely to be most at risk from the behaviours of this student?

.....

- c. Consider all of the above and determine what might be the risk consequences of this student's behaviours**

.....

.....

.....

.....

.....

.....

Consider whether the risk posed by the student's behaviour is too great for the reasonable maintenance of the safety and well-being of the student, the staff and other students at the school.

If this is the case, discuss the matter with your Regional Consultant.

## **Step 3**

### **Task 2 Risk management**

Using the information from the risk assessment, consider the following before moving to the development of the specific IPBP.

The IBPB should be initially drafted by the school in consultation with key school/CEO personnel, clinician (if applicable), parents/carers and the student – see template.

1. What options are available to reduce the risk?
  - Consider how the school might put structures in place to reduce or remove risk factors.
  - What staff factors need to be considered? (Number of teachers working with the student, supervision, training, teacher aid support, etc).
  - What management factors need to be considered? (school, system policies, playground arrangements, critical incident plans).
  - Consider what structures the family and external supports might be able to put in place to reduce or remove risk factors.
  - Consider the Child Protection legislative implications there may be for staff and the student in the management of these risks.
  - Consider any Individual Education Plan that may also be in place for this student.
2. Once the best options have been identified, list them and nominate who will be responsible for implementing them and when and how this will occur.
3. The plan should be agreed and signed off by all participants.
4. The plan must have a review date when a meeting will be convened to discuss its effectiveness, and alterations made as necessary.
5. Communicate all relevant information to staff to the extent that is necessary to protect the health and safety of others at the school, and in consideration of the student's privacy.

### **Task 3 Develop a revised Individual Positive Behaviour Plan (IPBP)**

## Step 3 Task 3

## Individual Positive Behaviour Plan IPBP

Student Name .....

Date.....

The following table should be completed with reference to the risk assessment

Identified behaviours of concern	Desired outcome	Agreed management strategies	Strategies to be undertaken by	Monitoring comments

## Step 3

### **Crisis Management Plan** **(also refer to overall School Crisis Management Plan)**

<b>Possible Crisis Scenario</b>	<b>Immediate action required</b>	<b>By whom? (include backup staff)</b>

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Monitoring Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Class Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Review Date: \_\_\_\_\_

## ***Pastoral Care/Restorative Justice Implementation Summary***

<b>Issue</b>	<b>Strategy</b>	<b>By whom?</b>	<b>How often?</b>
Classroom work – off task, playground	<i>Nine behavioural interventions</i>	Class teachers, specialists, Teacher's Aides	Regularly, in classroom, on a daily basis
To direct the conversation  An issue to be discussed by the group  Class meeting	<i>Circles</i>	Class teachers	As needed
<ul style="list-style-type: none"> <li>Classroom</li> <li>Playground</li> </ul>	<i>Affective questioning</i>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>Duty teacher – for Level 2 issues that need further discussion, Leadership Team/Specialist teacher to take class while duty teacher processes</li> <li>If Level 3, see below</li> </ul>	As needed, possibly on a daily basis
On going classroom and playground issues	<i>Mediation</i>	<ul style="list-style-type: none"> <li>Class teacher with support of Leadership team</li> </ul>	
Individual student, class and whole school issues	<i>Inner and Outer Circles</i>	Staff and Staff Meetings	Teachers request to do or Leadership Team suggest at a Staff Meeting
General classroom misbehaviour (not Level 3)	Verbal reminder 5 min time out 10 min time out 30 min in another class	Class teachers, Specialist teachers, Relief teachers	Every day <b>CONSISTENTLY</b>
Student who has already had 30 min time out in another class	Removal from class (contact AP or Principal), student works in the Office for the remainder of day	Class teachers  ↓ AP/Principal	As required
Level 3 behaviours – in the classroom	Removal from class (contact AP or Principal), student works in the Office for the remainder of day	Class teachers  ↓ AP/Principal	As required

Issue	Strategy	By whom?	How often?
Level 3 behaviours – on the playground	Removal from playground or call for AP/Principal to remove student	Teacher on duty	As required
<i>Managing Students with Challenging Behaviours Step 1</i>	Complete documentation, place in student's file and class teaching program, and implement	Class teacher	For any student who requires a contract or a parent meeting
<i>Managing Students with Challenging Behaviours Step 2</i>	Complete IPBP, place in student's file and class teaching program, and implement	Class teacher with Executive member	When Step 1 has not worked
<i>Managing Students with Challenging Behaviours Step 3</i>	Complete Risk Assessment, review IPBP, place in student's file and class teaching program, and implement	Class teacher, Principal and CEO personnel	When Step 2 has not worked; when child is a risk to self/others