RATIONALE:

St Benedict’s Catholic Primary School endeavours to provide for each member, the experience of high quality interpersonal relationships of care and support. Children at St Benedict’s are entitled to a happy and safe playground and classrooms to learn, play and socialise. Student Welfare is about Behaviour Management and associated discipline practices that evolve from a Pastoral Care perspective as it attempts to promote a respectful, secure and healthy environment in which students grow to be discerning, self-disciplined and contributing members of the community. Occasionally behaviours are exhibited that are disruptive to the teaching and learning process, show disregard for school rules and/or threaten safety and are in need of assistance with the management of their behaviour. Such behaviour has consequences that can affect the student and/or other members of the school community. The way we react to inappropriate behaviour tests our pastoral identity. Penalties, sanctions and investigations should be administered carefully, consistently and justly, endeavouring to foster responsibility and change.

The school policy reflects statutory obligations of legislation relating to Child Protection, the School and Diocesan Vision Statements and the Diocesan Pastoral Care Policy.

### Pastoral Care

Pastoral Care involves all members of the School Community. It values the uniqueness of each person, recognising and respecting their rights.

### Behaviour Management

Behaviour Management is most effective in a calm atmosphere. Discipline implies having structures and strategies in place to guide children in accepting responsibility for their own actions.

### AIMS:

* Support the school’s Vision and Mission statement.
* Ensure that pastoral care is integral to and permeates the environment and culture of St Benedict’s.
* Create within the school community an affirming climate that gives value to the teachings of the Gospel.
* Create awareness of personal and societal stresses affecting members of the school community.
* Identify students at risk.
* Implement consistent and appropriate discipline procedures that encourage students to take responsibility for their actions with parental support and involvement.
* Support students and families impacted on by the behaviour of others.
* Meet obligations as they relate to Child Protection Legislation.
IMPLEMENTATION:

NB: NO CORPORAL PUNISHMENT IS TO BE ADMINISTERED BY ANY STAFF OR ANY NON-SCHOOL PERSON. ALL DISCIPLINARY ACTION IS BASED ON PROCEDURAL FAIRNESS.

No member of staff is to hit, slap or touch a child in anger or as a form of punishment. This applies to all volunteers, including parents.

An emphasis is given to the building of a culture of care and concern for others, positive behaviour, self-discipline and responsibility for action where there is a clear understanding of choices and consequences.

4 School Rules are linked to all we say and do: * Wear School Uniform with Pride * Show Respect For One Another * Always Do Your Personal Best * Take Responsibility for Your Choices

Staff members discuss the school's Student Welfare Policy at the Back to School Staff Meeting and as necessary during the year. Parents have access to the school’s Student Welfare Policy and an outline of the school’s discipline procedures are given annually. The Assistant Principal assumes responsibility as contact person for Student Welfare.

The school's Learning Support Teacher, Learning Support Team and the Catholic School's Office Student Support Unit are available to discuss Pastoral Care and Behaviour Management issues. End of year handovers and Staff Meetings are used as forums for early identification of students displaying inappropriate behaviour and those students and families who are adversely impacted upon by the behaviour of others.

Affirmation and celebration, mutual support, parental involvement and support of community and parish initiatives are utilised to assist with Pastoral Care.

Mini Vinnies group, supported by the Religious Education Coordinator, raises money for needy school families, the St Vincent de Paul society and parish initiatives. Involvement in special days such as Red Day and Harmony Day are highlighted as important components of the school’s social justice program.

Year 5 & 6 students are involved in the Rock and Water Programme. Parents are informed of the programme.

Anti-Bullying programme implemented annually. The school's Anti-Bullying Policy compliments this policy.

St Benedict's is a Kidsmatter school and implements the You Can Do It programme. Staff will distribute “Bennies” cards to reward children for good work and / or behaviour. These are aligned to the You Can Do It programme's “5 Keys to Success”. 10 Bennies entitles a student to a Bronze Award, another 10 entitles a student to a Silver Award, another 10 entitles a student to a Gold Award and another 20 entitles them to a Platinum Award. Class teachers monitor Bennies. Class teachers write the award and student’s name in Awards Book and inform the student’s parents when an award is due to be given.

Gate 21, a Playground Discipline Folder. The Reflection Room, School Manners Sheet, Buddy Rooms, Home / School Communication Sheets and Individual Behaviour Plans are utilised as required.

In Gate 21 the Student Information “Notes” section is to be used to enter details of important incidents, commendations, behavioural issues. The “Pastoral” section will contain details of Reflection Room sessions and suspension.

Consistent discipline procedures are implemented throughout the school. School procedures clearly outline consequences for incidents of misbehaviour and include information about community service, available support, removal from the playground and/or privileges, Reflection Room, exclusion from school activities, suspension (temporary removal from class / school), expulsion ( permanent removal from the school) and exclusion (preventing admission to other schools).

To assist with student well-being, the school executive has specific roles and responsibilities. Ongoing concerns regarding children in the Infants classes (K-Yr 2) should be directed to the school’s Religious Education Coordinator and for matters relating to children in the Primary classes (Yr 3-6) should be directed to the school’s Primary Coordinator. The school’s Assistant Principal will have responsibility for the Reflection Room and matters specifically relating to ongoing behavioural issues. The school’s Learning Support Teacher is also available and is a wonderful resource for supporting you, your child and the classroom teacher in dealing with matters impacting on the teaching and learning process and behavioural and socialisation issues.

Concerns that are clearly identified as bullying are dealt with using procedures outlined in the school’s Anti-Bullying Policy. Those related to child protection are to be addressed using the school’s Child Protection Policy.
* Legislation including The Ombudsman Amendment Act (1998), The Children and Young Persons Act (1998) and Commission for Children and Young People Act (1998) requires any allegation or complaint of a child protection nature be investigated by the Catholic Schools Office Child Protection Unit and, if determined to be reportable conduct, be reported to the Ombudsman’s Office.

* As a consequence, all staff employed at St. Benedict’s Edgeworth has a legal responsibility to make a report to the Department of Community Services when they have reasonable grounds to suspect that a child or young person is at risk of harm from abuse or neglect.

* The NSW Ombudsman Act (1974) and the Children and Young Persons Act (1998) makes it an offence for a person convicted of a serious sex offence (a prohibited person) or a registrable person under The Child Protection Offenders Registration Act (2000) to apply for, undertake or remain in child-related employment.

* Consequently, all volunteers at St. Benedict’s Edgeworth must provide the school with a valid Working with Children’s Check number before they can commence any child-related activity at the school.

* The Principal needs to have working knowledge and understanding of all statutory obligations and Catholic Schools Office requirements relevant to child protection, managing allegations appropriately and ensuring support for all involved. The staff need to have an awareness of, understanding of and ability to access information in relation to child protection policies, procedures and responsibilities. This involves advising the Principal of child protection allegations / complaints, the Child Protection Unit if the allegation / complaint is against the Principal, and displaying confidentiality.

* Child Protection issues are dealt with by following procedures outlined in the school’s Child Protection Policy.

**SUPPORT MATERIAL:**

St Benedict’s has developed a number of procedures and practices in relation to Behaviour Management. The following support documents are available.

- St Benedict’s Manners Sheet (Support Document 1)
- Outline of the St Benedict’s Behaviour Management Procedures (Support Document 2)
- Classroom Misbehaviour and Consequences (Support Document 3)
- Playground Misbehaviour and Consequences (Support Document 4)
- Reflection Room Information (Support Document 5)
- Kidsmatter Programme
- St Benedict’s Anti-Bullying Policy
- St Benedict’s Anti-Bullying Programme
- CSO Student Anti-Bullying Documents and Resources (June 2012)
- CSO Drug Education Policy
- St Benedict’s Child Protection Policy

These documents are reviewed regularly and parents have access to them.

**BUDGET:**

The school will endeavour to devote a proportion of the School Budget to the purchase of resources and provision of staff professional development opportunities that support the school’s Student Wellbeing Policy.

**RESOURCES:**

Catholic Schools Office Student Support – Student Well-Being

Police Liaison Officers 4942 9945

**EVALUATION:**

The school’s Student Well-Being Policy will be reviewed as required.
ST. BENEDICT’S MANNERS SHEET

Greet fellow students and teachers politely.

Speak in a respectful manner.

Address fellow students and teachers correctly by using their name.

Wait until someone has stopped speaking before interrupting and then say “excuse me.”

Respect others’ point of view.

Wait your turn.

Move sensibly around the school.

Walk around people, not between them.

Make eye contact when someone is speaking to you.

Remember to keep your hands to yourself.

Care for your own, the school’s and the property of others.

Care for the school environment.

Take responsibility for words and actions.

When entering a classroom: knock, enter and wait for the teacher.

When entering the staffroom; knock and wait to be invited in.
ST. BENEDICT’S BEHAVIOUR MANAGEMENT PROCEDURES

An emphasis is given to the building of a culture of care and concern for others, positive behaviour, self-discipline and responsibility for action where there is a clear understanding of choices and consequences.

4 School Rules are linked to all we say and do: *Wear School Uniform with Pride *Show Respect For One Another *Always Do Your Personal Best *Take Responsibility for Your Choices

Awareness and consistency are the cornerstone of the school’s Student Welfare Policy and all disciplinary action is based on procedural fairness. No Corporal Punishment is to be administered by any staff or any non-school person. Parents are able to access the school’s Student Welfare Policy on the school website and on request.

The Assistant Principal assumes responsibility as contact person for Student Well-Being. The school’s Learning Support Teacher, Learning Support Team and the Catholic School’s Office Student Support Unit are available to discuss Pastoral Care and Behaviour concerns / issues. End of year handovers and Staff Meetings are used as forums for early identification of students displaying inappropriate behaviour and of those students and families adversely impacted upon by the behaviour of others.

Classroom and Playground Misbehaviour and Consequences Outlines are used to assist with Student Well-Being. There are 5 levels of misbehaviour and the consequence is designed to be appropriate to the misbehaviour.

Level One, Two and Three misbehaviour could result in time out, relocation to another classroom, removal from playground, community service, involvement of Learning Support Teacher and / or school executive, caution, Reflection Room sessions, conduct sheets, loss of classroom / school privileges or responsibilities, Individual Behaviour Plans. Levels four and five are for more serious matters and may result in official warnings, suspension (temporary removal from class / school), expulsion (permanent removal from the school) and exclusion (preventing admission to other schools).

Gate 21 is used to record incidents of misbehaviour and assist when endeavouring to establish patterns of behaviour. A Playground Discipline Folder is in operation and records incidents of misbehaviour on the playground. One A4 page per week is used to list entries into the folder. Each entry into the folder usually results in a community service. A community service may extend beyond paper pick up. Other suggestions include gardening, sweeping etc. Teacher on duty makes the decision on the community service. The Principal checks the folder fortnightly. In Gate 21 the Student Information “Notes” section is to be used to enter details of important incidents, commendations, behavioural issues (which may also be recorded in the Class Behaviour Book). The “Pastoral” section will contain details of Reflection Room sessions and suspension.

A St. Benedict’s Manners Sheet has been established. A3 copies are displayed in the classroom. At the beginning of each school year, each child receives an individual copy. The manners listed are discussed in class by the teacher and students. The St Benedict’s Manners Sheet could be pasted into the students’ Religion books.

An Anti-Bullying programme is implemented K-6. Year 5 and 6 are additionally involved in Rock and Water.

St Benedict’s is a Kidsmatter school and implements the You Can Do It programme.

Alleged bullying is dealt with by following procedures outlined in the school’s Anti-Bullying Policy.
### Classroom Misbehaviour and Consequences

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>MISBEHAVIOUR</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
</table>
| **1** | * Unprepared for work  
* Inattention / Not listening  
* Not completing or returning work  
* Using unfriendly language – teasing, answering back and / or name calling  
* Disruptive in class – talking out of turn, throwing things and / or running  
* Using and / or interfering with the property of others without permission  
* Time wasting  
* Not observing School Manners Sheet, School and / or Class Rules  
* Unresponsive to 123 Magic |
| | * Discussion of inappropriate behaviour (class or indiv.), referral to School Manners Sheet, School and / or Class Rules  
* Undertake positive management techniques eg, 123 Magic, Stop Think Do  
* Relocate “time out” in classroom  
* Develop ideas for restitution including making up lost time, tidying classroom, community service  
* Walk with teacher at lunch / recess  
* Restorative Action – Reflective Journal  
* Record incident on Gate 21  
* Alert student to the inappropriate nature of their behaviour |
| **2** | * Repeated Level 1 behaviour  
* Leaving room without permission  
* Inappropriate language - swearing / belittling others / offensive words  
* Lying  
* Hands On – pushing / hitting |
| | * Undertake positive management techniques eg, 123 Magic, Stop Think Do  
* Removal to another classroom / Buddy Room  
* Restorative Action – Reflection Room (1-2 sessions)  
* Loss of classroom privileges/responsibilities  
* Inform appropriate school executive  
* Caution Student – inform parents / develop systems / plans eg communication / conduct sheets  
| | * Record incident in Gate 21 |
| **3** | * Repeated Level 1 and 2 behaviour  
* Disrupting the learning and enjoyment of others  
* Insolence / Defiance  
* Spitting at another person  
* Threats  
* Stealing |
| | * Removal to admin area  
* Restorative Action – Reflection Room (3-4 sessions)  
* Loss of special school privileges or responsibilities  
* Involvement of A P – Principal / formal meeting with parents  
* Utilise LST and SSU to develop Individual Behaviour Plan  
* Record incident in Gate 21 |
| **4** | * Repeated Level 1, 2 and 3 behaviour  
* Individual Behaviour Plan deemed Unsuccessful  
* Possession of weapon/ inappropriate Substance (including suspicion of possession)  
* Aggressive Hands On  
* Bullying  
* Vandalism  
* Placing self and / or others in danger |
| | * Removal to admin area  
* Restorative Action – Reflection Room (5 sessions)  
* Involvement of Principal- instigate Personal Behaviour Folder  
* Issue warning, suspension (short & long)  
* Involvement of CSO Behaviour Management Officer; return to school plan with possible partial attendance, behaviour agreement and / or Police |
| **5** | * Suspension procedures have not modified behaviour |
| | * Involvement of Assistant Director – Parish Priest - Director  
* Suspension pending negotiated transfer, negotiated transfer, expulsion, exclusion |
<table>
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<tr>
<th>LEVEL</th>
<th>MISBEHAVIOUR</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
</table>
| 1     | * Not listening - Ignoring chimes / bells  
* Out of bounds; including gardens, Sport Room, climbing trees and playing in toilets  
* Using unfriendly language – teasing  
* Incorrect uniform - No Hat, untidy appearance  
* Littering  
* Interfering in other peoples games / Not playing fairly in games  
* Inappropriate use of school equip.  
* Not lining up correctly  
* Trying to get money from others  
* Using and / or interfering with the property of others without permission  
* Running in passive play areas  
* Not observing School Manners Sheet, and / or School Rules  
* Unresponsive to 123 Magic  | * Discussion of inappropriate behaviour (class or indiv.), referral to School Manners Sheet, School and / or Class Rules  
* Undertake positive management techniques eg,123 Magic, Stop Think Do  
* Relocate to another area  
* Walk with teacher at lunch / recess  
* Restorative Action – Reflective Journal, Community Service (paper pick-up)  
* Record incident in playground behaviour book and Gate 21 if necessary  
* Alert student to the inappropriate nature of their behaviour |
| 2     | * Repeated Level 1 behaviour  
* Throwing rocks and sticks  
* Inappropriate language - swearing / belittling others / offensive words  
* Lying  
* Hands On – rough play, pushing / hitting  | * Undertake positive management techniques eg,123 Magic, Stop Think Do  
* Restricted playground use / Removal to green seat  
* Restorative Action – Reflection Room (1-2 sessions)  
* Loss of classroom privileges/responsibilities  
* Inform appropriate school executive  
* Caution Student – inform parents / develop systems / plans eg communication / conduct sheets  
* Record incident in playground behaviour book and Gate 21 |
| 3     | * Repeated Level 1 and 2 behaviour  
* Disrupting the learning and enjoyment of others  
* Insolence / Defiance  
* Threatening behaviour–verbal / physical  
* Spitting at another person  
* Stealing  
* Bullying  
* In possession of inappropriate items  | * Removal to admin area  
* Restorative Action – Reflection Room (3-4 sessions)  
* Loss of special school privileges or responsibilities  
* Involvement of A P – formal meeting with parents  
* Utilise LST and SSU to develop Individual Behaviour Plan |
| 4     | * Repeated Level 1, 2 and 3 behaviour  
* Individual Behaviour Plan deemed Unsuccessful  
* Possession of weapon/ inappropriate substance(including suspicion of possession)  
* Swearing at staff / visitors  
* Aggressive Hands On  
* Vandalism  
* Placing self and / or others in danger  | * Removal to admin area  
* Restorative Action – Reflection Room (5 sessions)  
* Involvement of Principal- instigate Personal Behaviour Folder  
* Issue warning, suspension (short & long)  
* Involvement of CSO Behaviour Management Officer; return to school plan with possible partial attendance, behaviour agreement and / or Police |
| 5     | * Suspension procedures have not modified behaviour  | * Involvement of Assistant Director – Parish Priest - Director  
* Suspension pending negotiated transfer, negotiated transfer, expulsion, exclusion |
Reflection Room Procedures

Referrals

- Before referral is made, the teacher placing student on Reflection Room is to discuss the issue / concern with student's class teacher.

- Referral is made on Reflection Room Notification Forms, kept in staff room pigeon hole.

- Reflection Room Notification Form is filled out by referring teacher and then placed in Reflection Room pigeon hole, prior to the session. It is the referring teacher’s responsibility to ensure that the student is clear on why they have been sent to the Reflection Room and when and how often they are to attend. For extended sessions it may be necessary to remind the student. The referring teacher is to contact the child’s parent(s) to inform them of the action.

Reflection Room

- Reflection Room is held daily between 11.35am & 11.55am and between 1.25pm and 1.55pm.

- The Assistant Principal is the Supervising Teacher.

- Supervising Teacher collects students from the Staff Room Green Seat at 11.35am (or as soon as they are dismissed from the COLA) and then again at 1.25pm. Students are to bring their recess food with them.

- Supervising Teacher to follow up on students who don’t turn up and completes log of students attending on that day.

- Supervising Teacher distributes Reflection Room Response Sheets to student.

- Supervising teacher talks through questions with student and discusses responses with student, in particular, ‘What needs to happen to make things right?’ Note – Infants students may need assistance with responses.

- Supervisors work together to monitor and prepare for multiple Reflection Room sessions and the completion of Response Sheets. Other Reflection Room activities might include writing out Manners Sheet, an Apology, School Rules and / or the School Prayer.

- If the Supervising Teacher is unavailable then other executive will supervise Reflection Room.

- On completion of final session, supervisor signs Reflection Room Notification Form, copies front page, gives original to secretary and files copy in Executive Office, write up entry in Red Reflection Room Book and record Reflection Room attendance on student’s class list.

Reflection Room Follow-Up

- Secretary to: 1. Record date and student name in Reflection Room Book
  2. Post original Notification Forms to parents
  3. Hand returned forms to AP

- AP to: 1. Follow up on any forms not returned
  2. Record returned forms in Reflection Room Notification Journal and Gate 21 Pastoral Section
  3. Notify Principal after 3 Reflection Room entries