Responsible Behaviour Program

Our Vision Statement

Embrace

Embody

Empower
Assisi Catholic College seeks Peace and Justice through education based on Gospel values that:

Embrace the love of God through our families, Our faith community and our environment

Embody the mission of Jesus through the Franciscan spirituality of St Francis and ST Clare

Empower all members of our community to make a difference in their world.
Contents

Pg 5    Responsible Behaviour Policy
Pg 5    Student Right Relationships Policy (Anti-Bullying)
Pg 8    Behaviour Management Plans – Restorative Justice Principles
Pg 9    Management Plan for Individual Students at Risk
Pg 10   Expectations for Students
Pg 11   Expectations for Parents & Carers, Staff, Principal and Leadership Team and BCE Personnel
Pg 12   Managing Students’ Level of Behaviour Part 1
Pg 13   Levels of Behaviour Part 2
Pg 14   Evaluation of Program
Pg 14   Resources which support the Assisi Responsible Behaviour Program
Responsible Behaviour Policy

Policy

Assisi Catholic College emphasizes the formation of the responsible whole person and we value our whole-school approach to responsible behaviour through an effective program containing helpful strategies and processes.

Rationale

In accordance with our Vision Statement, we aim to develop responsible young Australians who consciously attempt to live the gospel values in their everyday relationships with others, so that these practices show evidence of forgiveness, acceptance, justice, self-discipline, friendship, respect and caring.

As an authentic Catholic School, our Assisi Catholic College community recognizes that each student is entitled to a socially just education; where they are able to achieve their full potential, in an environment that is characterized by:

- the message and person of Jesus and the values described in the Gospel;
- a relevant Franciscan spirituality;
- an emphasis on the development of high quality interpersonal relationships;
- a curriculum that caters for all learners;
- a high level of co-operation and collaboration amongst staff, parents and students;
- non-discriminatory organizational and administrative procedures;
- effective channels of communication on all levels;
- a clearly stated, and consistently implemented, school responsible behaviour management plan which aims to develop self-directed, self-motivated learners who are able to make choices and accept responsibility for their own behaviour.

Guiding Principles

Parents are the prime educators of their children. Clearly, Assisi Catholic College will work closely with parents and care-givers in the education and development of children. Therefore,

1. Our College Motto: Peace through Justice, should be evident across the Responsible Behaviour Program;
2. The Responsible Behaviour Program will be informed by Brisbane Catholic Education guidelines and recommended procedures;
3. All members of our School Community have rights, which need to be respected and responsibilities, which need to be enacted. We have specific practices, rules and procedures which promote these rights and responsibilities;
4. All rules and practices at Assisi Catholic College should be:
   a) Fair and just
   b) Purposeful and effective
   c) Clear and concise
   d) Regularly communicated, modelled and reviewed
   e) Used consistently
   f) Linked with logical consequences.
5. Any physical punishment is unacceptable. It is also essential that the self-concept of each individual be protected and developed.
6. Practices, rules and processes will be developed collaboratively through the College’s Responsible Behaviour Committee;
7. Staff will be provided with access to quality professional development on various topics and in various forms as required;
8. All in our school community will work in a collaborative manner, using all forms of helpful processes and engaging all appropriate agencies and assistance, to cater for the needs of our students and other stake holders.
9. Regular opportunities for the monitoring and review of school practices, policies, plans and procedures will be conducted.

Student Right Relationships
School Policy to protect the Rights and Dignity of Each Person
(Anti-Bullying Policy)

Policy
Assisi Catholic College is committed to providing a safe, secure and supportive learning and social environment where every person in our community, be it staff, student or parent, has the right to feel safe and free from any form of intimidation be it physical, verbal, emotional or sexual.

Rationale
“A person is bullied or victimized when he or she is exposed repeatedly, and over time, to negative action on the part of one or more other persons.”  (Olweus 1994)

All persons in our community have the right to be free from humiliation, harassment and abuse. Assisi Catholic College Community will take every opportunity to reinforce the Franciscan values which promote and protect the rights and dignity of each individual. Each member of the community will recognize that any behaviour which intimidates another person is unacceptable and that every member has the responsibility to protect his/her own as well as other’s rights to ensure that there exist right relationships amongst members of the community.

Bullying involves the misuse of power, position and privilege. It involves intimidation, coercion and deliberate control and can take a number of forms:

   o Physical bullying
   o Spreading rumours and lies
   o Death stares, threats, teasing, joking & making fun of a student
   o Cyber bullying (text messages, emails, chat rooms, blogs)
   o Property tampering
   o Deliberately and continually excluding a student from groups and activities
   o Note writing
   o Inappropriate gestures and touching
   o Stalking

Guiding Principles
A student who feels they are being intimidated, be it physical, verbal, emotional or sexual nature, are encouraged to approach in the first place:
   • Class Teacher/Family Team Teacher
   • Teacher on duty
   • Counsellor

When an incident is reported, the person approached will investigate the complaint to the best of their ability, determining whether it is a low level or high level case.

In a low level case, the Class Teacher/Family Team Teacher speaks to the other students involved asking them to modify their behaviour. The Pastoral Care Coordinator is informed and the complaint recorded.
In a high level case, the Class Teacher/Family Team Teacher will report immediately to the Pastoral Care Coordinator who will proceed with the following steps and maintain written records:

**Step 1:** Interview all parties concerned. Determine the underlying problem and talk to students about the consequences of their behaviour.
*(Refer to Level 2 Student’s Level of Behaviour)*

**Step 2:** Further or more serious bullying will be referred to the APA for a formal interview between the Student, Parents, Pastoral Care Coordinator, APA and Counsellor.
*(Refer to Level 3 Student’s Level of Behaviour)*

**Step 3:** Further bullying will be referred to the Principal for Level 4 processes to be enacted.
*(Refer to Level 4 Student’s Level of Behaviour)*

Through the Personal and Social Development Program, students will be equipped with the skills necessary to be assertive and resilient when faced with students who can be intimidating. They will also be assisted in developing positive peer relationships.

It is desirable that restorative justice processes be used to ensure that both the victim and the perpetrator have the opportunity to resolve their differences in a non-threatening manner.

**Behaviour Management Plan: Restorative Justice Principles**

“*Peace through Justice*”

At Assisi Catholic College, the goal is to develop self-disciplined, self-directed learners. Students need to develop an understanding that their actions and behaviours have consequences. They are responsible for the choices that they make and they need to own and accept the subsequent consequences. All Staff and Parents have a duty to guide, support and direct our students, so that their self-concept, dignity and sense of belonging can develop positively within the College Community and that our school motto “Peace through Justice” is lived out in the daily practices of all in the community.

Restorative Justice is built on a philosophy that focuses on building, maintaining and valuing relationships within a school community. It is about building communities of care around individuals while not condoning harmful behaviour – in other words holding individuals accountable for their actions, focusing upon repairing and strengthening relationships.

Restorative Justice Practices actively encourage students:

- To be aware of expectations, rights and responsibilities
- To think critically about relevant issues
- To be aware of consequences of our actions
- To be able to function effectively within the community
- To be able to make good choices
- To be able to make a positive contribution to the life of the College community through their actions, behaviour and sense of good will
- To seek support, guidance and direction as required and
- To be in a position to enjoy their experience at the College.

Staff should focus on specific behaviour and the needs of the student. Where warnings or reprimands are necessary, these should be given individually and privately unless prevented by circumstance. Staff members are required to avoid practices, which do not promote the dignity of the student.
Intervention strategies should begin with the least intrusive, progressing to the most intrusive, as necessary.

Students will be assisted in the process:

- **by seeing appropriate behaviour modeled:** Students learn from the example of others therefore it is important that staff and parents model appropriate behaviours. Refer to: “Expectations for Parents & Carers, Staff, Principal and Leadership Team and BCE Personnel”.

- **by knowing the logical consequences for inappropriate behaviour in advance:** Students will be made aware of the Consequence Process. Posters clearly outlining the process and Levels of Behaviour as well as expectations will be displayed throughout the College.

- **by having opportunities to develop plans and strategies to improve their behaviour:** Students will be given opportunities to develop Responsible Behaviour Action Plans where they detail the incident, the inappropriateness of this action, the action that will be taken to remedy the situation.

- **by participating in social-skills programs as required:** All students at Assisi College have the opportunity to participate in Social Skills activities. Program Achieve is embedded in the curriculum framework and pedagogical practices from Prep to Year 12. Student Support Services, in particular the Guidance Counsellor, offers one-on-one and small group social skills programs.

- **by being taught assertiveness and problem solving strategies:** Embedded in the curriculum framework and pedagogical practices of each subject area are activities that are described in the Personal & Social Development Framework (positive self-esteem; emotional resilience; assertiveness; resolving conflict; strengthening support networks; dealing with stress; how to stay safe; making decisions and developing friendships).

- **restorative justice practices and procedures being enacted as required.** In most cases, Restorative Justice practices will be enacted immediately a situation arises as parties involved look at ways of reconciling and resolving the matter. For Early Years and Junior Years students, Year 6 Peer Mediators are able to assist with playground incidents of a minor nature. For more serious incidents, a more formal mediation process will take place. Pastoral Care Coordinators, School Counsellor and/or APAs will implement these mediation sessions.

Restorative practices involve direct participation by both victims and offenders. Victims have an opportunity to have a say in how the situation will be resolved and offenders get a full understanding of the consequences of their actions. This approach allows the offender to gain a deeper understanding of their feelings and those of others and therefore the effect of their behaviour on others. The perpetrator is involved in repairing the damage they’ve done with an outcome that reintegrates them to the community rather than leaving them feeling isolated.

Research indicates that this develops greater self-discipline with an increase in students developing responsibility for their own behaviour. Implementation will take time because it does involve a cultural shift from punishment, retribution and blame to a focus on restoring relationships and making amends. It also involves a shift from requiring students to comply to getting students to choose to act appropriately and take responsibility for their actions.

**Management Plan for Individual Students at Risk**

All students and staff have a right to feel safe. At times, it will be necessary for those students who have been identified as having significant behaviours to be moved to a more formal management plan.
The Individual Behaviour Management Plan will be devised after consultation with Student Services Department (Guidance Counsellor and/or Learning Support Teachers), parents/carers, classroom teacher and a member of the Leadership Team. Copies of Individual Behaviour Management Plans should be located in a central area to allow access for all Leadership Members and other relevant personnel.

Exclusion from Classroom/Playground/School
Exclusion from the classroom, playground or school is based upon the seriousness of the incident and the effect on other members of the College Community. This could include aggressive and violent behaviour, disregard for school expectations and values and continually disrupting the learning environment for others. If a students’ behaviour warrants withdrawal from the classroom/playground, the student is to be escorted by a member of staff to the Administration area of the school, where a member of the Leadership Team will be contacted to discipline the student.

It is important that the full details of the incident are recorded as soon as possible and a copy sent to the member of the Leadership Team. The Leadership Team member will take necessary steps to discipline the student and where necessary determine whether the student needs to be sent home. If this is the decision then, the Leadership Team Member will phone the parents with an explanation of the behaviour and the reason for sending the child home. If members of the Leadership Team are unavailable, then the person delegated with authority for the day, will attempt to contact a member or make the decision on their behalf. If the students’ behaviour is uncontrollable then the Guidance Counsellor may be called to assist with calming the child whilst the Leadership Team member re delegated person phones for the parent. Full details of the incident and/or exclusion need to be recorded in the Misdemeanor File/Communication Book.
Expectations for Students

BE RESPECTFUL
Students will display this quality by:
• Respecting the rights of others to learn
• Being polite and well-mannered at all times
• Following all teacher directions
• Speaking positively and listening attentively to others
• Using appropriate language in an appropriate tone
• Being tolerant of others and their skills
• Keeping out of and respecting other’s personal space
• Taking care of the natural and physical environment, ensuring all rubbish is placed in bins, furniture and equipment returned to correct area and bags left in designated areas.

BE RESPONSIBLE
Students will display this quality by:
• Wearing school uniform with pride
• Being punctual to class, Assembly and all school-related activities
• Being on task and knowing timetable in order to be in the right class at the right time
• Moving quickly to classes without running and waiting quietly outside classrooms
• Wearing hats at all times when outdoors and following sun-safe procedures
• On the playground, playing safely and following all rules
• Switching off all mobile phones/lpods/MP3 players between 9 am and 3.30 pm
• Using all facilities (toilets and drinks) during break time and remembering to be hygienic (washing and drying hands)
• Walking bikes through school grounds
• Moving quickly and quietly and sitting in Class/Family Team lines at Assembly; listening quietly, respecting Guest Speakers and applauding appropriately
• Waiting behind fence until instructed by teacher to move in the correct order when waiting for the bus.

BE YOUR OWN PERSON
Students will display this quality by:
• Taking every opportunity to learn
• Monitoring own thinking and maintaining a high standard of living out the Franciscan values
• Forgiving others, resolving conflict and promoting non-violence
• Using Franciscan Five as a time for self to reflect, pray and meditate
• Showing compassion towards others
• Believing in self – You Can Do It!!

BE PREPARED
Students will display this quality by:
• Always turning up prepared with correct equipment
• Planning appropriately and identifying and using necessary resources
• Attending all appointments on time
• Completing homework on time and submitting all pieces of assessment by due date
• Returning excursion and other forms promptly
• Displaying appropriate passes/forms (late or early departures) when required.

BE PERSISTENT
Students will display this quality by:
• Asking for help if unsure
• Taking a position after consideration of the rights of all.
• Trying hard with difficult tasks and using different ways to solve the problem
• Pushing the limit of your own knowledge and abilities
Expectations for Parents & Carers, Staff, Principal and Leadership Team and BCE Personnel

Parents and Carers are required to:
1. support the College to achieve the best outcomes for their child
2. ensure that each child has the material and personal requirements to participate fully in a typical College day
3. support College Staff in maintaining a safe and respectful learning environment for all
4. show an active interest in their child’s schooling and progress
5. initiate and maintain effective communication and positive relationships with staff regarding their child’s learning, well being and behaviour, and
6. contribute positively to behaviour support plans and processes that concern their child.

Staff are required to:
1. actively support all students
2. model appropriate behaviour through words and actions
3. provide positive reinforcement for responsible behaviour
4. treat all students respectfully
5. provide a consistent approach to behaviour management in the College
6. recognize and cater for the diversity of needs, and
7. support external professional personnel as required.

Principal and leadership Team are required to:
1. play a strong leadership role in implementing and communicating the College Responsible Behaviour Program within the College Community
2. communicate high expectations for individual achievement and behaviour
3. provide support structures, policies and practices that enhance the Responsible Behaviour Program
4. monitor and review the effectiveness of College practices and their effect on student learning
5. support staff in their required behaviour management practices; and
6. arrange professional development opportunities for staff.

Personnel at Brisbane Catholic Education are required to:
1. have behaviour management programs that are effective, consistent, fair, reasonable, monitored and well-communicated
2. support fair and just processes and decisions at the school level; and
3. provide philosophical, educational, financial and legal support for Catholic schools.
### Managing Students’ Level of Behaviour

**A Guide for Staff and Students**

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Range of Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDEPENDENT</strong></td>
<td>Students are self-managing and require minimum adult intervention.</td>
<td>Positive Reinforcement, Assisi Habits &amp; Values Awards, Letters of Commendation, Individual Classroom Rewards, Positive Note in Communication, Book/Student Organiser</td>
</tr>
<tr>
<td></td>
<td>Affirm student’s positive behaviour, effort and attitude.</td>
<td></td>
</tr>
<tr>
<td><strong>Level One</strong></td>
<td>Emerging pattern of Infringements</td>
<td>Visual Cues, Verbal warning, Thinking Chair in view of teacher, Misdemeanour File/Communications, Book/Notice of Concern, Detention (Classroom Teacher), Restorative Justice Process</td>
</tr>
<tr>
<td></td>
<td>Use questioning technique:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What are you doing?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What are you supposed to be doing?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What will happen if you do this again?</em></td>
<td></td>
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<tr>
<td></td>
<td><em>Is this what you want to happen?</em></td>
<td></td>
</tr>
<tr>
<td><strong>Level Two</strong></td>
<td>Continuing pattern of infringements on a regular basis</td>
<td>Internal Suspension, Behaviour Review Card, Negotiate classroom re-entry, Meeting with parents, Individual Behaviour Plan, Restorative Justice Process, Detention (PC/OSH)</td>
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<tr>
<td></td>
<td>Use questioning technique</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Involve PC Coordinator</td>
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<tr>
<td><strong>Level Three</strong></td>
<td>Continuing pattern of infringements on a regular basis – little/no improvement</td>
<td>Internal Suspension, Student Contract issued, Restorative Justice Process, Regular contact with School Counsellor/PC Coordinator, Detention (OSH)</td>
</tr>
<tr>
<td></td>
<td>Round table meeting with student, parents, PC and APA</td>
<td></td>
</tr>
<tr>
<td><strong>Level Four</strong></td>
<td>Serious patterns of infringements</td>
<td>External Suspension, Restorative Justice Process, Final Student Contract issued, Unsuccessful review: Exclusion from College</td>
</tr>
<tr>
<td></td>
<td>No improvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Round table meeting with student, parents, PC, APA &amp; Principal</td>
<td></td>
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</tbody>
</table>
Levels of Behaviour

Independent

Level 1
You need to think before you act.

Level 2
You need to change your behaviour.

Level 3
You are making very poor choices.

Level 4
Urgent attention is needed.
Evaluation of Program

The Responsible Behaviour Program is designed to assist the students, staff and parents of the Assisi Catholic College Community. To maintain its relevance, it will need to be reviewed annually, with all stakeholders having input, so that the program can continue to be acknowledged and valued by all.

All members of the community should be asked to provide feedback and reflection on the approach to behaviour management as well as the implementation of the Restorative Justice processes. The Responsible Behaviour Committee will conduct the review through feedback, surveys or input from various groups within the community. The document, located online, will be amended accordingly as a result of the Review processes. All outcomes of the review process will be reported to stakeholders through appropriate forums.

Resources which support the Assisi Responsible Behaviour Program

**BCE E-Library**

024.4 Response Procedures to Complaints of Sexual Abuse against Current or Past Personnel

034 Acceptable Use of Information & Communications Technology Resources

211.2 Guidelines For Managing Drug Related Incidents In Catholic Schools


212.3 Acting Against Student Bullying - Regulations and Guidelines

**Student Organiser**

Student Uniform Code

Code of Conduct (School Sports)

Code of Practice for Vocational Education and Training

Code of Student Behaviour

Student Computer Network Contract

**Appendices**

Playground Duty Routines

MY/SY Lesson Procedures

MY/SY Pastoral Care Procedures

Early Years Good Choices Sheet

Junior Years Responsible Behaviour Sheet

MY/SY Review Sheet

Poster
Appendix 1

Playground Duty Routines
Duty Information for Teachers

General
- Teachers must be PUNCTUAL for duties
- Teachers must supervise ACTIVELY
- Protective clothing must be worn by staff
- A whistle is a workplace, health & safety requirement while on duty at this College
- Ensure that students clean up respective play areas
- Please organise a replacement if you are unable to make a particular duty
- Teacher must enforce no hat no play
- All equipment to be used as intended and with safety as the first priority.
- “Hands Off” policy to be enforced at all times.
- Students who choose not to follow rules will be put on “time out” for 5 minutes, followed by removal to Administration if the inappropriate behaviour continues

Morning Duties

Perugia
- EY/JY Students move to this area when they arrive at school. Students do not go to their classrooms first but on arrival go immediately to Perugia
- Students sit quietly, talking to their friends. Definitely no playing
- At 8:55am, teacher on duty greets the students, makes any necessary announcements, then calls classes (Prep through to Year 6) to stand and follow the Year 6 Leaders to their classroom
- On Friday mornings, the students will be dismissed at 8:45 am to allow time to take bags to classrooms before Assembly. They will return to Assembly Area with their teacher
- On Friday mornings, the Prep students accompanied by parents may go straight to Greccio

Orvieto/San Damiano /Alfresco
- All MY/SY students go to one of these areas after putting bags in designated areas
- No students are allowed inside MYTEC or upstairs in Orvieto or beyond back stairway
- Teacher on duty must be continually moving around buildings

Big Break / Small Break Duties

General Rules:
- No student in Greccio to leave fenced area unless attending sick bay
- Running games are not to be played in the central covered area

Greccio (Big Break)
Children sit and eat until they have finished eating. After 15 minutes or at teachers’ discretion, the duty teacher supervises the clean up of the eating area. When the area is clean the students can be released to play. The roller door is unlocked for equipment to be accessed by children.

After eating time, teacher aides will be stationed in the playground, near the prep play area and one inside Greccio. The teacher on duty needs to be continually walking around the area.

Greccio (Small Break)
- After eating, students follow directions as per Big Break

Perugia (Big Break)
- All students from Year 2 – 6 will go to Perugia for eating
- All children must sit and eat for the first 10 minutes of break or at discretion of teacher. The duty teacher supervises the clean up of the eating area
- Students who need to go to the toilet must ask permission from duty teacher
• At 11:15am students collect their belongings and walk back to Gubbio. Remind students to have a drink and go to the toilet. As the music begins, students will line-up in designated area outside classrooms
• Teacher at beginning of first break will need to collect the loud hailer from Administration

Gubbio Playground (Big Break – Second Duty)
• At the second half of Big Break, the Gubbio teacher will collect students from Perugia who are rostered to play on Gubbio playground.

Perugia/Primo (Small Break)
• All students from Year 2 – 6 will go to Perugia for eating. No students will be in Gubbio
• Students in Years 4 – 6 play on Primo after eating and cleaning up
• Years 2 – 3 will play in Perugia
• Students who need to go to the toilet must ask permission from duty teacher
• Teacher on duty will need to collect the loud hailer from Administration

Primo (Big Break Year 6, Middle & Senior, Small Break for Junior Years)
• Teacher on duty needs to take the mobile phone from main reception and move around to all areas & groups of students while on duty
• Students are not allowed to jump the fence to retrieve balls
• Students must wear their shoes and hats. (Students without hats are not allowed on Primo)
• No food is to be taken to Primo. Students may eat standing beyond the fence. All rubbish to be placed in bins (not their pockets)
• Whistle must be blown five minutes before the end of the break
• Pads must be on all posts at all times

San Damiano / Alfresco/ Orvieto
• No students allowed in MYTEC or upstairs in Orvieto
• All areas must be cleaned up and be left litter free
• Teacher on duty must be continually moving around buildings

Computer (MYTEC)
• This area will be opened on Friday at Big Break for all MY and SY students who wish to work on assignments
• No food or drink is to be taken into room

Tuckshop/Piazza
• Ensuring students line up in their correct lines and use manners when ordering food
• Years 8 – 12 use tuckshop both breaks; Years 4 – 6 only in small break. After purchasing food, the Year 4 – 6 students must move to Perugia for consumption of food
• Piazza is out of bounds (except for students visiting tuckshop) and Year 11 and 12 students and those engaged in playing basketball

Wet Weather Occasions
• P – 1 to stay in Greccio
• 2 – 5 to go to Perugia
• 6 to Piazza
• Years 8 – 12 students stay in San Damiano and Orvieto (Teacher on Primo will need to go to either San Damiano or Orvieto.

After School

Buses
• Students are to be on the footpath – no running, chasing, playing with items etc
• Students will line up in designated areas. One line for young children and ticket holders and one line for payment with cash.
• Small students always board bus first
• When bus arrives, students must be at least one metre from kerb

Drive Through and Perugia
• All Early & Junior years students are to be taken from their classroom at 3:25 and positioned behind their respective family team colour in Perugia
• Middle & Senior years students can stand in an orderly fashion beside younger students
• Teacher supervising in Perugia should be stationed at top of stairs. The teacher at drive through (positioned on the road) will notify Perugia teacher which students are next in line to be collected.
• Drive-through and Perugia will operate until 4pm. Any remaining EY/JY students are taken to Student Reception and MY/SY students sit outside the front of Administration.
Appendix 2

MY/SY Pastoral Care Procedures
Procedures for MY/SY Pastoral Care Time

Pastoral Care time occurs from 9:00am to 9:15am in Middle and Senior Years and has five purposes:

• Assists in the building of relationship between students and between teacher and student.
• Enables the sharing of College communication as well as administrative functions of school attendance.
• Enables the fostering of a sense of identity both to the College and to the Family Team.
• Fosters College values.
• Fosters the Catholic ethos of the College in the Franciscan tradition through prayer.

Pastoral Care is an important component of the school day. Consequently this time is not used for other meetings, for seeing teachers, for returning books to the library, for returning equipment or doing other jobs / tasks. Student absence from Pastoral Care should rarely occur and will only take place with permission.

During the Pastoral Care time, a teacher’s priority is to be with their PC class.

• At 8.55am the bell will sound and students are to move to the bags and collect all necessary materials for Period 1 class. Each student needs to bring the following to Pastoral Care:
  o Student organiser
  o Writing materials
  o Period 1 class materials

Students who do not bring their organisers or writing materials to Pastoral Care are not prepared for learning and consequently should receive a warning. If the organiser is not present at school that day, students are to reproduce a copy of the organiser for the day and paste this into their organiser.

• By 9.00am students must be lined up quietly in front of their PC classrooms. Only when they are quiet and correctly lined up in two straight lines should they be permitted to enter.

• At 9.00am, students enter the classroom quietly, standing behind their chairs with hats off until the teacher has greeted them and invited them to sit on chairs. Pastoral Care time should be an ordered and structured time which is pleasant and assists in the building of relationships between students and between Pastoral Care teacher and students.

• When Pastoral Care occurs in a specialist room other than a general classroom, students are not to touch equipment or the work of other students. This is for own health and safety, as well as teaching the value of respect.

• Prayer opens Pastoral Care time. Prayer begins and ends with the Sign of the Cross which should be made in a meaningful and respectful manner. Students are not to be distracted by anything on their desk during prayer.

Ideas for prayer include:
  o Student/teacher leading the class with a reflection
- Listening to appropriate religious music
- Reflecting upon scripture
- Group recitation of prayer

- Students are to take increasing responsibility for prayer and consequently should be placed on a roster which is clearly displayed in the classroom.

- After prayer, roll is to be taken by the teacher. The roll has been collected from the Student Reception by the teacher. At the end of Pastoral Care a student can return the roll and absent slip to the Student Reception. There is no need for a “friend” to accompany this student.

- Student Notices are read to the class by the teacher. Do not allow students to read the notices. Any specific details from notices are to be entered into student organisers. It is important that students are silent during this process so all important messages are received.

- The Pastoral Care teacher needs to check that each student is correctly dressed in their uniform and that their grooming is appropriate. Problems with the uniform must be accompanied by a note from home. This note needs to be signed by the class teacher and where necessary, the Middle or Senior Years Pastoral Care Co-ordinator. Keep a record of all students who are not in correct uniform. The parents of any repeat offenders need to be contacted by the Pastoral Care Teacher and the Pastoral care Co-ordinators informed of the outcome.

- Students are put on a roster to clean up their area – this must be done each PC time and the teacher should check that it has been done satisfactorily.

- Pastoral Care teachers must also check student organisers to ensure that students are recording homework and also to check on communication from home. Subjects must be recorded for every lesson for each day for the week. Each week there is a space in the student organiser for the Pastoral Care teacher to sign. Keep a record of organisers that are not regularly completed or signed by parents

- Every Pastoral Care time must end with students standing behind their chairs, with hats on, and they are dismissed when they are quiet and respectful (not before).

- Not until all of these items are complete should anyone leave the classroom.
Appendix 3

MY/SY Lesson Procedures
Procedures for MY/SY Class Lessons

These procedures have been devised for the following purposes:
- Fosters positive relations between teacher and student
- Creates a positive and respectful time for learning
- Creates a calming, peaceful and ordered start and finish to a class
- Fosters College values of respect
- Ensures the tidiness of classrooms for the next class group

- Students are to line up in two lines in front of their classrooms, specialist room or the library at the beginning of every lesson. Alternative arrangements may apply for venues other than classrooms (eg. HPE Practical classes, Drama classes, outdoor classes)
- Teachers should also use this time to make sure that students are dressed appropriately (eg. hats on, uniform neat, in winter - shirts tucked in, ties done up correctly etc)
- Only when the students are quiet and in a straight line should they be permitted to enter the classroom. If this takes an unreasonable amount of time then please use behaviour management strategies. This procedure ensures that a calming, peaceful beginning to the class occurs
- Students then enter the classroom, standing behind their chairs quietly with hats off until the teacher has greeted them and invited them to be seated. Every lesson should begin in the same way
- Homework is written on the class whiteboard so that students can copy it into their planners. Time should also be taken to explain the work clearly
- The lesson concludes (at the correct time and on time) with students standing behind their chairs with hats being worn. Teachers should ensure at this time that the classroom is left in a tidy manner with chairs pushed under desks, desks straight and tidy, papers removed from floor. All windows and doors must be locked at the end of every lesson
- If this takes an unreasonable amount of time then please use behaviour management strategies. When students are silent, the teacher then farewells the students and this is reciprocated to the teacher. The teacher then dismisses the class
- As lessons are 70 minutes in length, this provides ample time for teachers to make contact with students. It is not appropriate to keep a student behind to talk to them, thereby causing them to be late to the next class. It is possible to do so when leading into Big Break or Small Break
- The expectation of students is that they will behave appropriately and follow all teacher directions to ensure that all students can complete class work without disruptions. Teachers are to model appropriate language and social interactions with the class
- At the end of Big Break, students return to their bags to collect their books for Periods 2 and 3. They do not return to their bags between Periods 2 and 3
Appendix 4

Early Years Good Choices Sheet
Early Years Good Choices Sheet

Name: ________________________________________________

Write or draw what happened.

Was this a good choice or bad choice?

Was this a good choice or bad choice?

Write or draw what you will do next time.

Signed (Teacher):             Signed (Parent):
Date:                        Date:
Appendix 5

Junior Years
Responsible Behaviour Sheet
Junior Years Responsible Behaviour Sheet

Name: ___________________________ Date: __/__/_

What actually happened?

_______________________________________________________________

_______________________________________________________________

What did you do that was inappropriate?

_______________________________________________________________

_______________________________________________________________

What should you have been doing?

_______________________________________________________________

_______________________________________________________________

What will you do next time?

_______________________________________________________________

_______________________________________________________________

How would it be better for you if you chose appropriate behaviours?

_______________________________________________________________

_______________________________________________________________

Signed (Teacher): ________________________ Signed (Parent): ________________________

Date: __/__/__ Date: __/__/__
Appendix 6

Middle Years / Senior Years Review Sheet

MY/SY Review Sheet
Student Name: ___________________________  Family Team: ___________________________

Description of Incident (what really happened?)
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

List five constructive choices available to you in this situation.
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

In what ways, would you benefit from choosing one of the above choices?
_____________________________________________________________________________
_____________________________________________________________________________

Restorative Justice (Making Things Right!!)

Describe what you will now do to make up for your inappropriate behaviour.
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Student Signature: ___________________________  Date: ___________

Pastoral Coordinator’s Signature: ___________________________  Date: ___________
Appendix 7

Poster
At Assisi Catholic College, we always strive to:

- Be Respectful
- Be Responsible
- Be Your Own Person
- Be Prepared
- Be Persistent