



BEHAVIOURAL CARE POLICY

"He took a little child whom he placed among them. Taking the child in his arms, he said to them, "Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me."

Mark 9:36-37

Date: May 2017

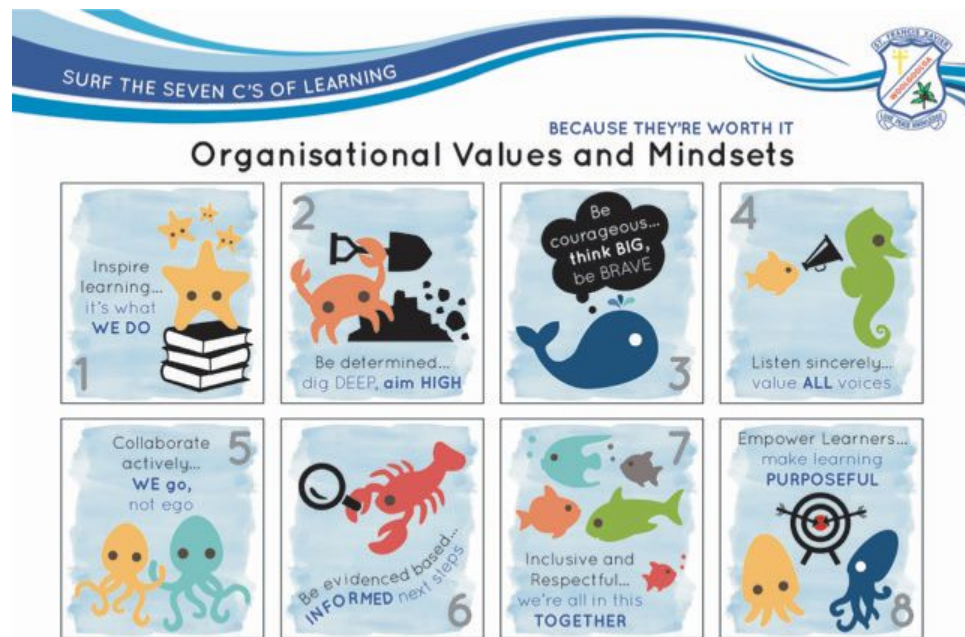
Review Date: May 2018

Our Vision "SERVE EVERY LEARNER"

Our Mission

'At St Francis Xavier we will come to love and know God through the Catholic Faith. We will work together to empower children to become successful learners.'

We are here to serve each and every child in this school. To do this successfully staff have designed our **Organisational Values and Mindsets**. We can achieve our mission and provide a positive environment for all by holding ourselves and others accountable to these mindsets.



Principles guiding this Behavioural Care Policy

1. A well-organised and engaging teaching/learning environment limits behavioural management needs
2. A positive teaching/learning environment is the most powerful tool in promoting positive behaviour
3. Positive Behaviour Support is a co-responsibility and is fostered through consistent practice

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1. Anti-Bullying Policy
2. Discipline Policy
3. Pastoral Care



ANTI-BULLYING POLICY

The purpose of this policy is twofold: **Reduction** and **Prevention**. We want a school culture of care, concern and support for both the victim, the bully and their families. The wellbeing of our students is a collective responsibility of everyone at St Francis Xavier.

DEFINITION OF BULLYING

Bullying is a repeated and wilful misuse of power by an individual group to oppress, hurt, intimidate, embarrass or put another person under stress.

There are four main types of bullying:

1. **Physical** - hitting, kicking, punching, taking or damaging belongings, pinching, pushing, and violent physical attack.
2. **Verbal** - name calling, insulting, racist remarks, obscenities, telephone harassment, sexual harassment. (Verbal harassment may extend to written forms including email, SMS, and other Web-based technologies.
3. **Emotional** - Spreading rumours and nasty stories, exclusion, threat of harm, threatening gestures or isolation.
4. **Cyberbullying** - the use of Information Communication Technologies e.g. emails, mobile phones, chat rooms, and blogs to tease or harass others.

RESPONSIBILITIES OF STAFF

- To model appropriate caring and tolerant behaviour at all times
- To provide activities which educate students about both bullying and proactive behaviours in stage levels
- To deal with all reported and observed incidences of bullying as set out in the policy
- To ensure that children are supervised at all times
- To intervene if they are able to protect the victim from further harm
- To report incidences of bullying to the principal if this is warranted

RESPONSIBILITIES OF CHILDREN

- To speak to a teacher if they are being bullied or if they see someone else being bullied
- To help someone who is being bullied and intervene to protect the victim if they are able
- To immediately seek teacher assistance if they cannot intervene safely
- To not bully others

RESPONSIBILITIES OF PARENTS

- To watch for signs that their child may be being bullied
- To listen sympathetically to reports of bullying
- To speak to staff at SFX if their child is being bullied, or they suspect that this is happening
- To speak to staff at SFX if their child is showing bullying behaviour or they suspect that this is happening
- To speak to their children to let their teacher know if they are bullied
- To work with the school in seeking a permanent solution



RESPONSIBILITIES OF THE SCHOOL

- Keep up to date records of bullying incidents in Schoolworx
- Support the victim of bullying and ensure they have a strategies to avoid future bullying
- Work with the parents of the victim to assist their child
- Assist the bully to recognise and change his/her behaviour
- Work with the parents of the bully to establish joint strategies for behaviour modification
- Advise families of resistance to behaviour change and repeated bullying instances, which will lead to consequences ranging from Time-Outs to suspensions and expulsions (in consultation with Principal, Parish Priest and CSO)
- Review and evaluate the school's bullying policy and modify if/when necessary



DISCIPLINE POLICY

This policy details specific behaviours that can undermine the safety and wellbeing of others. It also states the consequences for uncooperative behaviour.

DEFINITION OF DISCIPLINE

Having a clear set of expectations and consequences for behaviour which compromises the safety and wellbeing of others.

- At St Francis Xavier, we believe that corporal punishment and ridicule is demeaning to children and will not be used in any form.
- All people within the St Francis Xavier community have a right to feel safe, welcomed and valued. For this to occur, all people have a responsibility to understand and witness the School's Vision, Mission and Values.
- At St Francis Xavier we believe **Restorative Practice** is cornerstone to maintaining positive, trustworthy relationships between staff and students.

RESTORATIVE JUSTICE

Definition

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

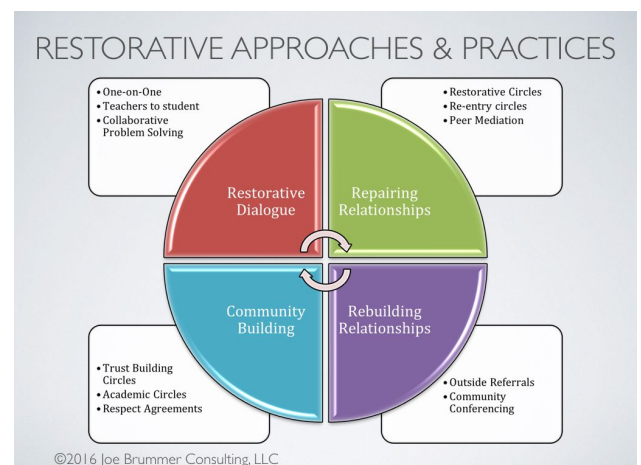
Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

There are 3 questions to guide Restorative Practice

1. **What happened?**
2. **Who's been harmed? and**
3. **What needs to happen to repair some of that harm?**

In this approach to dealing with wrongdoing, then, the focus is on the harm that has been done and the obligation this brings on the part of those responsible to 'right the wrong' as much as possible. It's an approach that seeks to develop in the wrongdoer an understanding of the breadth and depth of the harm their behaviour has caused to others so that they can best try to make amends to those most affected. In this way, it's an educative approach.

It also ensures that those who have been most affected by the wrongdoing have the opportunity to be involved in working out what has to happen in order to move forward.

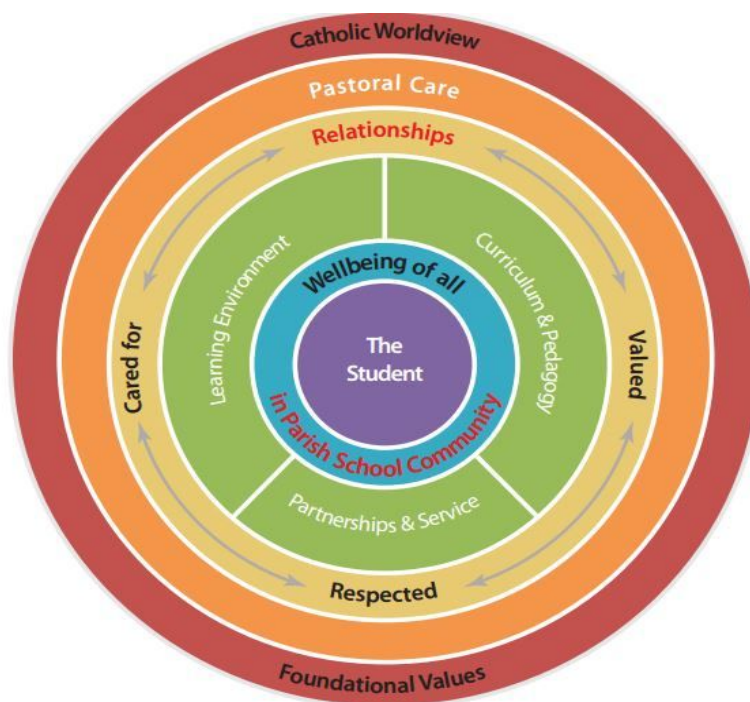


STUDENT WELLBEING

Student wellbeing is concerned with the inherent dignity and pastoral care of every person. Wellbeing is the concern of each person involved in Catholic education, under the leadership of the school Principal, and is enacted through positive, reciprocal relationships between staff, students, parents and the parish. Pastoral care promotes and enhances wellbeing- including spiritual, social, emotional, psychological, intellectual and physical dimensions.

Pastoral Care Framework

Pastoral Care is central to education in the Diocese of Lismore, permeating all aspects of school life with the values and teachings embedded in the Catholic Worldview (which is found in Catholic Education in the Diocese of Lismore, Foundational Values for Catholic Identity and Mission). The Pastoral Care Framework, as depicted in the figure below, highlights this all-encompassing role of the Catholic Worldview and the central place of Pastoral Care in the educational context, while locating the student at the heart of wellbeing efforts and learning activities in Catholic schools.



A critically important feature of this model is its interconnectedness and dynamic nature. The Catholic Worldview encompasses and influences Pastoral Care. In turn, Pastoral Care is inextricably linked with relationships and the mutual recognition of others, experienced most deeply through being cared for, respected and valued. Thus, the life-giving potential of the Catholic Worldview, and of authentic Pastoral Care enacted through relationships, permeates the systems, structures and everyday domains of practice in schools so as to ensure that the human dignity and wellbeing of every person is of paramount importance.



With such influences and practices in place, the student who is at the heart of our endeavours, is afforded every opportunity to experience and choose the fullness of life.

Pastoral Care Programs

St Francis Xavier strives to serve the needs of every learner through providing a range of school community resources and programs. We have implemented a number of research-based interventions and programs that meet the specific needs of our students.

Enrichment programs at St Francis Xavier which enhance the Pastoral Care of students include:

- The Professional Learning Community is the driving mechanism to ensure every child will learn at high levels.
- Goal Setting for every staff and student
- Three Tiers of Intervention
 - Talk About
- Permeation of Religious Education across the curriculum
- Personal Development and Health curriculum
- Whole school Peer Support Program
- Year 6 Leadership Program & Leadership Teams for all Yr 6 Students (E.g. Social Justice, Sport, IT, Books & Arts & Environment Teams)
- Mini Vinnies Team
- Kinder/Year 5 and Year 1/Year 6 Buddy Program
- LAP (Learning Assistance Program)
- Peer Programs such as peer tutoring
- School Awards
- Professional Counselling
- School Chaplain/ Parish Pastoral Assistant/ Wellbeing team
- Seasons for Growth
- Personalised Plans (PP's)
- REACH Program for students requiring extension
- Lunchtime Clubs (E.g. Rock band, Robotics, Performing Arts, Gardening)