



IMMACULATE HEART COLLEGE

Through Mary to Jesus: "The Way, the Truth and the Life"

John 14:6

PASTORAL CARE & BEHAVIOUR MANAGEMENT POLICY

PASTORAL CARE AND BEHAVIOUR MANAGEMENT PLAN

Pastoral Care Programme

Immaculate Heart College is committed to offering its students a well-structured and comprehensive Pastoral Care Programme. To this end, the following arrangements apply:

Pastoral Care Time (PCT)

Every day begins with a Pastoral Care Time (PCT) session of 10 minutes' duration. This session includes:

- An attendance check (Roll Call) and settling-in period;
- Prayer time (The Lord's Prayer and/or other specific prayer); and
- A brief introduction/discussion of the virtue of the month and how this can be applied throughout the day.

Religious Education and Whole-school Mass

Formal Religious Education (RE) lessons taught by the Religious Sisters ensure that students are informed of the virtues, the lives of a number of key Saints in the Catholic Faith, and of other relevant and pertinent aspects of the Faith. The belief that everyone is capable of becoming a saint is reinforced through the RE lessons, offering to students real-life examples of virtuous living to emulate. This, in turn, assists both staff and students in the restorative practice that is applied to behaviour management at the College.

The weekly whole-school Mass, held on Wednesday mornings for all classes, reinforces the concepts taught during RE lessons and gives students an on-going sense of meaning to the instruction that has taken place each day. The homily, presented by the College Priest during the Mass, is age-appropriate and presented in such a way that the key message can be applied to daily life. The Mass also provides the students with a strong sense of belonging and community as it is attended by all staff and students from Pre-primary onwards (Kindergarten students join the Mass from Semester Two onwards).

Faction System

There are four Factions at IHC (Red, Gold, Blue and Green). These Factions have been named after the four cardinal virtues, helping to reinforce the virtues in the overall curriculum:

- Fortitude (Red);
- Justice (Gold);
- Prudence (Blue); and
- Temperance (Green).

Students are assigned to one of the Factions in a cross-year level approach to ensure that there are different age-groups within each Faction for peer support, leadership opportunities, and fairness in sporting activities. Siblings across different year levels are allocated the same Faction to prevent sibling rivalry. The aim is to keep the number of students in each Faction even, as much as possible. Faction points are earned for good behaviour, the display of virtues in everyday behaviour and attitude, outstanding effort and/or work, and sporting achievements, amongst other accomplishments.

An Inter-faction Athletics Carnival takes place at the end of the third term each year, promoting team spirit and healthy competition. It is held on the College Oval (*Pitsikas Oval*). An Inter-faction Swimming Carnival will be introduced in time as the College numbers increase. This event will also add a healthy competitive dimension to College life as well as serve to enhance and support the In-term Swimming Lessons held at the end of Term Four each year. Both carnivals will embellish the overall positive atmosphere of the College, especially where parents and other family members are in attendance, demonstrating support for their children and the Faction to which they belong. Eventually, IHC will become a competing school in the inter-school carnivals held by other AISWA primary and secondary schools.

IHC Certificate of Merit & K4J Certificate of Accomplishment

The *IHC Certificate of Merit* (Appendix 1) is given to those students who have demonstrated good work, attitude, behaviour, and/or improvement in one or all of these areas. It is issued at the fortnightly Parent Assembly.

The *Kids for Jesus (K4J) Certificate of Accomplishment* (Appendix 2) is given to those students who have demonstrated the virtues, in particular, in their daily lives at school. It is issued at the fortnightly Parent Assembly.

The aim is for all children in the school to receive at least one of the above-listed certificates during the course of a semester. Students may receive more than one of these certificates.

Parents of children receiving a certificate at the forthcoming Parent Assembly are informed in advance via an email, text message, phone call, in person, or letter (Appendix 3). Parents are invited to attend the Parent Assembly and are asked to keep the information a secret so that there is an element of surprise for the student.

Whole-school Behaviour Management Plan (Traffic Lights)

Immaculate Heart College has adopted a whole-school approach to behaviour management for the following reasons:

- Consistency;
- Transparency; and
- Fairness.

It is very important for students to be aware of a consistent approach taken by *all* teachers in the management of behaviour. This, in turn, allows for transparency in the process, and fairness in the treatment of each and every child. Parents are also an essential part of the process of behaviour management and restorative practice.

The whole-school Behaviour Management Plan (Traffic Lights System) comprises the following steps:

- 1) Verbal warning;
- 2) Name on board if misbehaviour persists after verbal warning;
- 3) Five minutes of 'time out' in class if misbehaviour persists after name on board (Green Light);
- 4) Ten minutes of 'time out' in a Buddy Class and a note to the parents in the student's Diary if misbehaviour persists after 'time out' in class (Orange Light);

- 5) Student is sent to the Principal and parents are notified by the class teacher and/or Principal if misbehaviour persists (Red Light);
- 6) Principal meets with parents and student in a three-way discussion of misbehaviour issue;
- 7) After-school detention (depending on severity and/or repetition of misbehaviour);
- 8) Suspension (following three separate incidents of after-school detention and/or severity of misbehaviour);
- 9) Withdrawal from the College (following three separate incidents of suspension and/or severity of misbehaviour).

The Principal and Staff of Immaculate Heart College do not expect that this Behaviour Management Plan will be applied in full, especially considering the focus that the College places on its Pastoral Care and Virtues Programme, and the restorative practices that it employs to assist students in their behavioural and developmental journeys.

However, as is the case with all children, clear behavioural expectations and boundaries to behaviour will be set by each of the teachers at the beginning of the academic year, and the above-stated measures will be applied to manage behaviour both in and out of the classroom. Throughout the Behaviour Management Plan, restorative practice will also be applied.

Restorative Practice

At all times, and especially when a student misbehaves, there will be one-on-one discussion between the teacher and the student in order to assist the student to understand the inappropriate nature of his/her actions. Attention will be drawn to the behaviour and not the child, and consequences will befit the misdemeanour as much as is possible. The on-going dialogue between the teacher and the student will focus on the correct behaviour that the child should have displayed in the given situation, drawing attention to the virtue of respect and how this should be applied to everyday attitude and behaviour at school and beyond.

Students will be given the opportunity to explain to the teacher why they behaved in the manner that they did. This process should assist both the teacher and the student to reach an understanding of why the behaviour took place and

how it can be prevented from taking place again in the future. Furthermore, students will be challenged by the teacher to think about and state how they should have behaved in accordance with the College's ethos. Older students might be asked to reconstruct the situation, applying the virtue of respect so as to develop an understanding of how respect can change behaviours.

In all cases, students will be expected to offer a formal apology to their peers and teachers for their inappropriate behaviour, and make an effort to improve their behaviour. At the conclusion of the behaviour management and restorative practice process, students will return to class with a 'clean slate', making a fresh start in their behavioural journeys.

Rewards for Good Behaviour

A key approach to behaviour management at IHC is the active and regular rewarding of good behaviour. Any one of the following reward systems is used depending on the situation (the list is not exhaustive):

- Non-verbal approval of behaviour in the form of a simple nod, smile, silent or audible clap, etc., by the teacher to the student/s;
- Verbal approval such as 'Good work!', 'Bravo!', 'Well done!', 'Excellent!' etc., followed by the student's name so as to further personalise the praise;
- Note in Diary/phone call/email/text to parents to inform them of their child's good behaviour;
- Sticker given by the teacher for good work/appropriate behaviour/display of kindness, etc.;
- Student sent to Principal for sticker for good work/appropriate behaviour/display of kindness, etc.;
- Faction points for good behaviour both in and out of class;
- Receipt of an *IHC Certificate of Merit* or *K4J Certificate of Accomplishment* at the fortnightly Parent Assembly;
- Special duties of responsibility assigned to well-behaved students for the day or week; and
- Good behaviour of students held up as an example for other students to emulate.

Regular reference is made by the teachers to the links between good behaviour and the virtues taught in RE and reinforced in PCT, along with the lives of the saints and the respective behaviours that can be emulated. Particular care is taken to assist students who might experience trouble in understanding what is expected of them behaviourally, giving them *every* opportunity to improve in their behaviour and rewarding them accordingly.

Behavioural Expectations of Students

Immaculate Heart College is an Independent College offering instruction in the Catholic Faith. As such, its mission is to develop competence, conscience and compassion which will enable the students to strive to fulfil their potential as children of faith.

How to behave at school (Kindergarten to Year 2)

I will do what my teacher says

I will always do my best work

I will take turns talking and playing

I will speak quietly in the classroom

I will be friends with the other children in my class and I will show respect to them

I will walk quietly inside the school

I will always be on my best behaviour

When others are working quietly I will leave them alone

Things that belong to others I will leave alone

When I've finished playing with a toy or game, I will put it away neatly and tidily

I will always wear my hat outside

When the bell rings I will line up straight away

I will be quiet

I will put my rubbish in the bin

I will eat all my lunch

I will not talk in the Church

I will remember that the Church is for praying

I will remember that Jesus is in the Church

I will join my hands when I pray

I will visit Jesus in the Church every day

How to behave at school (Year 3 upwards) - Student Expectations

I expect to be taught in a Catholic environment that allows me to develop a genuine spiritual life. This enables me to develop the joy, compassion and hope of an active Christian faith. I expect to be given the necessary instruction in the Catholic Faith to be able to defend the Faith if necessary.

1. I expect the right to be happy and to be treated with compassion, without being laughed at, hit, pushed, threatened or mocked in any way.
2. I have the right to expect my property to be safe within the College.
3. I expect that our College environment will be free from noise or litter pollution.
4. I expect that I will be able to learn without interference or distraction from other students.
5. I expect to be taught by teachers who are fair, competent and sympathetic to my needs.
6. I expect to learn in an environment that is supportive of my individual talents.
7. I expect to be valued as a student at this College.

How to behave at school (Year 3 upwards) - Student Responsibilities

1. I have the responsibility to respect the values and traditions of the Catholic Faith, and be open to the development of my faith through liturgies, retreats, prayer and Religious Education lessons. I have the responsibility to ensure that I adhere to the Commandments and precepts as set down by the Catholic Church.
2. I have a responsibility to see that I do not laugh at, hit, push, threaten or in any way mock people in our College. I also have the responsibility to make sure that all members of our College community are safe and are treated with respect.
3. I have the responsibility to ensure that I do not damage, steal, or destroy the property of others and I take responsibility for my own property.
4. I have the responsibility to see that I treat our College environment with respect and I do not contribute to any kind of litter or noise pollution.

5. I have the responsibility to not interfere with or distract other students from their work.
6. I have the responsibility to co-operate and comply with the instructions of staff.
7. I have the responsibility to develop my talents to the best of my ability in all areas of College life.
8. I have the responsibility to develop and uphold the good name of the College by my words, actions and appearance, and behave at all times in a manner that will bring credit to the College.
9. I have the responsibility to do my Homework.