

Pastoral Care and Behaviour Management Policy

Introduction

“Champagnat believed that the Lord had entrusted Jean-Baptiste Berne to him and to the Brothers, and he was to be treated as if he was their own child.”

This belief underpins the structure of pastoral care at Berne.

Pastoral care is at the core of our work at Berne. It rests firmly on our ability to know and understand those in our care. These relationships with staff, whether they be with classroom teachers, counsellors, secretarial or ancillary staff are the cornerstone of our students’ success and development. It is critical that each student feels known and appreciated by the staff. Our attention to the whole person is essential and facilitates a rapport which, in time, leads to personal growth.

Education is about the development and formation of the “whole person”: someone capable of contributing to the society to which they belong; of understanding who they are before God and their fellow human beings and of reaching the potential desired of them by their Creator.

Our school grows out of a tradition that respects the essential uniqueness of each person, yet sees the bonds that bind us to one another. We recognise that the students we are responsible for have been negatively affected by many forces, most beyond their control. However, we believe great things for them and hold realistic expectations of their capacity to overcome and to succeed.

In this light, pastoral care is a major driving force behind our program here at Berne and permeates all our initiatives.

Everyone at Berne contributes to the Catholic and Marist spirit by promoting Catholic and Marist values and fostering positive relationships within the school community.

A clear discipline code enables the students to develop a sound understanding of expectations and boundaries. It provides them with the external support structure to internalise good behaviour patterns and self discipline. Clear communication of expectations and consistent application of these are the keys to success and make for a safe school environment.

Practical Implementation of Pastoral Care

Staff Selection

When selecting staff we are mindful of finding people with a passion for working with needy children and are ready to adopt the “Champagnat” philosophy.

Enrolment Process—Student Selection

The essential factor in offering a position at the school is whether the environment and service we offer can contribute to the child’s development, assisting them to address the behavioural challenges they face. There must be a hope that we can make a difference in this child’s life. If not, we are at risk of contributing to another failure that will further erode the young person’s esteem.

The Enrolment Counsellor gathers data from the previous school and family. A psychological assessment may also be required before making a decision about the child’s appropriateness for Berne. This data is presented to the Principal for consideration.

Working Together with the Home/Family

We believe that to be effective with our students we need the support of the home environment. This three-way communication process ensures that the students gain maximum opportunities in addressing their “issues” whilst at Berne and hopefully in later years.

We are aware that in many cases parents/carers have struggled to provide adequate boundaries, expectations, and consistency in dealing with their difficult child. The *Parenting in Practice* program conducted by the counselling team is an important means of supporting and teaching parents in the role. The greater consistency of approach that is established between school and home the more likely we are to be effective in moulding the student’s behaviour and facilitating personal growth.

The primary contact with the home family is the Year Coordinator. However, the counsellors play an important role with families and may keep regular contact if this is helpful. In addition, we can offer family or individual counselling to parents/carers.

Counselling Services

Apart from family counselling and support of parents, the primary role of the counsellor at Berne is to provide support to the young people in our care.

Each child has a counsellor assigned to them at the commencement of their enrolment. The counsellor makes contact with the child on a regular basis. The regularity is dependent on the student’s circumstances and the approach of the counsellor is influenced by other professional services the student accesses outside of the school. We aim to establish a complementary approach which integrates the various services that are supporting the child.

The counsellors are involved in every facet of the program at Berne. This includes participation and organisation of the Friday programs, camps, excursions, religious days, and work experience.

At no time are counsellors expected to be involved in the direct discipline of a student. However, in the absence of a teacher the counsellor would need to take the appropriate duty of care.

Case Conferences and Management

At the commencement of the student's enrolment a case-conference is conducted with the Principal, Enrolment Counsellor, the Year Coordinator, and where possible the Pastoral Care Teacher. The parent also contributes to this through the enrolment process.

The aim of the conference is to develop an individual plan for this child. A summary of this plan is presented to the entire staff to enable a consistent approach in dealing with the child's behaviour. Regular reviews of these plans are conducted throughout the year, including consultation with parents.

Daily Management Meeting and Staff Briefings

A Management Meeting is held at the conclusion of each school day. The aim of this meeting is to review the progress and activities of the students.

The Management Team consists of the Principal, Deputy Principal, Curriculum Coordinators and Counsellors.

This meeting allows for information sharing between teaching staff and counsellors and the establishment of strategies in dealing with a child's behaviour and development.

The staff gathers for a 15 minute briefing at the commencement of each day. A summary of the Management Meeting is provided for the whole staff. This allows for a consistent application of strategies and also gives other staff members the opportunity of providing further information about a student's progress.

Teachers and Counsellors—A Cooperative Partnership

The Management Meetings and Staff Briefings are opportunities to facilitate this partnership.

Counsellors regularly liaise closely with the Principal, Deputy Principal, Year Coordinators, and Pastoral Care Teachers in order to meet the social, emotional and personal needs of the students. Likewise, all staff regularly communicate with Counsellors about students and families.

This communication is essential for the establishment and maintenance of individual plans for each student.

Year Coordinators and Counsellors communicate regularly about student progress. This relationship is the cornerstone of the Pastoral Care system at Berne.

Pastoral Care Team

The Pastoral Care Teacher (PCT) provides special care and attention to a small group of students in a particular year group. The aim is for this teacher to have a close relationship with the child and monitor the child's progress within the school and more broadly. The focus is on the development

and progress of the whole person.

The PCT strives to develop a connection with the family through parent–teacher interviews, telephone calls and formal reporting.

The PCT meets with his or her students at roll call each morning and afternoon. At the beginning of the week he or she establishes the student’s goal on his or her Behaviour Management Record card, and monitors the child’s progress via this card each day.

The PCT and Year Coordinator work closely to oversee the development of the child.

Behaviour Management

The Behaviour Management code supports the Pastoral Care policy by providing clear guidelines, defined expectations, consequences and support structures to acknowledge appropriate behaviours and address inappropriate behaviours.

Code of Behaviour

The School expects students to respect themselves, others and property.

Respect for Self refers to students’ commitment to their:

- school work
- appearance
- being in the right place at the right time.

Respect for others refers to the fact that students should:

- support, rather than denigrate others or the John Berne School.
- complete work without disturbing others.
- follow staff instructions.
- refrain from inappropriately touching others.

Respect for property refers to respect for:

- property belonging to Berne as well as property belonging to other members of the school community.

The Behaviour Management Plan

The Behaviour Management Plan has three main components. These are strategies to:

- promote appropriate behaviour
- reward student achievement
- deal with unacceptable behaviour.

Strategies to Reward Student Achievement

Rewards are a fundamental aspect of the Behaviour Management Program at Berne. Students are reinforced for their efforts at behaviour and schoolwork. Two main systems exist for students to be rewarded. One system draws on the Behaviour Management Record card, and the other pertains to the End-of-Term Awards.

Behaviour Management Record (BMR) Reward System

For any one week in the school year:

- A score of 100 or more bonus points entitles the student to a Canteen Award (food and drink)
- A maximum score for Behaviour and Task—a score of 2 for every subject—entitles the student to a Canteen Award (food and drink)
- A score of 85% or more on the Behaviour and Task categories entitles the student to a Canteen Award on the following Monday (free drink)

End-of-Term Awards

- The student with the highest number of bonus points for the term receives a Gift Voucher
- Assembly awards. A student may receive a:
 - Principal's Gold Award or an Award for Excellence in all areas of class performance.
 - Principal's Gold Award or a Certificate of Recognition in one or more subject areas. The award is based on the student's test scores and may include a gift voucher or movie pass.
 - Principal's Gold Award or a Subject Award.
 - Principal's Award or Certificate of Recognition for improvement on his or her BMR card.

Procedures

Notification to Year Coordinator, Deputy Principal and or Principal

The Year Coordinator, Deputy Principal, and Principal should be notified immediately if a matter of urgency arises. Examples of behaviours that would warrant reporting:

- Deliberately missing school
- Leaving school without permission
- Theft
- Vandalism
- Offensive language directed at a teacher
- Insinuated or direct threats of violence towards students or staff
- Obscene writing or drawing
- Ridiculing school rules, directives, or activities
- Arriving at school under the influence of drugs/alcohol and/or possession thereof
- Continued harassment of students or staff
- Breaching the Cigarette Smoking policy
- Possession of a dangerous object (weapon)

Detentions

Rationale

Staff members may place a student on detention for non-compliance that requires more than a warning. The policy is based on the idea that students must take responsibility for their actions, and that their negative (and positive) actions result in consequences.

Procedure

- Detentions may be issued by the Year Coordinator or Deputy Principal.
- Detentions take place after school, from 2.15–3.30 PM on any day of the week.
- During the detention, the student will at least complete work missed during the lesson.
- Students must verbalise reasons for detention and expectations for future classes.

Use of Behaviour Unit

The Deputy Principal or Principal may place a student in the Behaviour Unit for non-compliance that requires more than a detention. The student's subject teachers are to provide written work for completion in the Behaviour Unit.

The duration of the isolation depends on the severity of the infringement. Students must be informed of the duration at the commencement of isolation. Behavioural and task expectations for the isolation period must be clearly understood by the student, written up, and placed in full view of the student. The students in the Behaviour Unit are to be isolated at recess and lunchtime from the rest of the school community.

Suspension

Out-of-school suspension

Rationale

- The Deputy Principal and or Principal may place a student on suspension when it is within the student's best interests or the best interests of the school community to remove the student from the school grounds. Behaviours that may result in suspension are those that cause severe disruption, intimidation, harassment, and discrimination.
- The Deputy Principal and/or the Principal may suspend a student for longer than a day, if it is in the student's interest and/or the interest of the school community. Grounds for removing students would be consistent, severe misbehaviour of the student, to the point that the student is deemed unteachable. In addition, the student may be suspended (or expelled) if the safety of the student body and/or staff is deemed at risk, in light of violent behaviour or threats of violence, or the presence of illegal weapons or drugs.
- Parents will be notified of the suspension.
- For very serious misdemeanours, a suspension of indefinite length may be imposed.
- The school encourages parents or carers to make an active effort to modify the behaviour of the suspended student.
- The suspension allows the student time to reflect on his/her behaviour in order to accept responsibility and to modify it in a way that meets school expectations. The suspension also allows the school staff time to plan appropriately for the student's re-entry.
- The suspension is a statement that a student's enrolment is at risk.

Resolution

The resolution of the suspension is at the discretion of the Principal. Parents/carers, Year Coordinators, and a Counsellor may discuss the resolution of the suspension and conditions for the student's return to school.

In-school-suspension

An in-school suspension is for more serious infringements than would warrant isolation. It would, however, follow a similar procedure to the isolation procedure.

Exclusion

In extreme circumstances the Principal may exclude a student from the school. This would usually occur when a student's behaviour is seriously detrimental to the school community placing other

students/staff in danger or significantly hampering their progress and that of other students.

A student would only be excluded after a number of other options have been implemented to address the behaviour of the child. It could also occur when a student's engagement with the program is diminished to the point that he/she is no longer addressing the core issues for which he/she was enrolled.

Where exclusion is an option, the Principal will follow a process whereby the parents/carers are notified of the intention to exclude allowing them to provide other material and/or mitigating circumstances. Counselling and careers support will also be offered to the child and parents to assist them with the next phase of life.

The Principal will keep in regular contact with the Executive Director of the Marist Ministries Office (EDMMO) when an issue of exclusion is active within the school. The Principal will make the final decision regarding the exclusion, however, the EDMMO will be informed of any such decision.

Self Monitoring

There are good reasons why self-monitoring is a common form of Behaviour Management. Self-monitoring compels the student to cognitively process the classroom experience. With self-evaluation, inappropriate and appropriate behaviour is brought to consciousness. A conscious examination of behaviour need not occur when students are evaluated by others. Students either reinforce or penalise themselves for their actions.

Discipline Code & Expectations

School Absences

School absences must be explained by a note or via a telephone call from a parent/carer.

Attendance

Normally it is presumed that if a student is attending the school that they will arrive to school from their home and after school return to their home.

The school wishes it to be clear that it does not allow students to live other than with parents/families/legal guardians.

The following processes are in place with regard to attendance:

- A call from parents is expected to advise the school that their son/daughter is not at school. This information is recorded in our daily "Late to School" diary.
- A call from school will be made to parents/carers to advise that their child is not at school if a call has not been received. This information is recorded in our "Late to School" diary.
- When a student returns to school either a note from the parents/carers or a Doctor's certificate is expected in explanation of the absence.
- If a written note is not received for a specific absence the Class Attendance Roll will be marked accordingly.

Punctuality and Attendance

It is impossible to gain the full benefit from enrolment in the School unless students are where they are supposed to be, and there on time. Students at the John Berne School are expected to attend school on the days required, between the times required. Also, they will attend any activity arranged by the school at which their presence is compulsory, for example, camps, excursions, special celebrations, work experience, etc.

Late Arrival at School

If there is not a good excuse, time lost is made up after school.

Travel to and from School

Behaviour here should be above reproach and in accordance with normal expectations. Consequences from school will be applied if there are any problems.

Language and Behaviour

As we are all people in relationship, it is essential that our language and behaviour reflect this reality. Any language and behaviour that threatens, intimidates, ridicules or assaults another person is not permitted. Respect is the keystone: respect for self, for others, and for property; any language or behaviour that undermines this respect is not permitted. A student who uses violence against another student or a member of staff will be excluded from the School, either temporarily or permanently, depending on the circumstances.

Mobile Telephones

- Students are not permitted to use mobile telephones at school. Upon arrival they are to hand their phones to the Pastoral Care Teacher.
- If it is necessary for a student to have a telephone at school, it should be left at the Front Office. The telephone may be retrieved at the end of the day.
- The mobile telephone will be confiscated from any student who receives or makes a call, during school hours.
- With the permission of a staff member, urgent calls can be made from the Front Office.

Other Valuables

- Students are strongly discouraged from bringing valuable possessions to school. No responsibility will be taken for lost or damaged items that are not essential for school.
- Headphones are seen as a block to communication. They are to be out of sight or handed in to the Pastoral Teacher at the beginning of the day.

Dress Code

Students are not permitted to appear at school in an untidy dirty or unkempt manner. Clothes must be sensible and presentable. They will not carry messages that oppose the value system of our school. Hair will be neat, clean, and tidy, and not of an extreme style. No rat-tails, no extreme colours. Closed footwear must be worn. No thongs allowed. No singlets to be worn to school as the primary piece of clothing. Hats and caps should be worn in the sun, and messages on these are to adhere to the guidelines above. Excessive boy piercing, especially facial piercing, is not permitted.

The following are guidelines for acceptable student attire. At all times, students are expected to be neat and clean.

Consequences of Infringements

If students do not comply with the clothing regulations, they will be required to change into clothing supplied by the school. In more severe cases, they could be sent home.

Drugs

Berne is an illegal-drug free zone.

All students are expected to be “drug free” and if not they will be assisted to become so. They are encouraged to discuss this problem and trust the staff of the school to act on their behalf and in their own long-term interest. Any student who refuses to change and accept help will place their enrolment in jeopardy.

- The use or possession of any unlawful drug at Berne is strictly prohibited.
- Students who arrive at Berne under the influence of drugs will be suspended.
- Students who sell any illegal drug at school or to another Berne student anywhere risk exclusion from the school.

Alcohol

The partaking of and possession of alcohol is strictly prohibited.

Guns, Knives and Other Potentially Dangerous Objects

The use or possession of any unlawful weapon at Berne is strictly prohibited.

Relationships Between Students

We discourage relationships that lead to trouble, take students away from their families, interrupt a student’s ability to settle down at school, or isolate young people from their peers.

Out-of-School-Hours Behaviour

The school recognises that it has little control over what happens outside of school hours.

Generally, relationships between students outside of school hours are discouraged, unless they are very positive. Certainly, relationships between students in different year-groups are strongly discouraged.

Students should be supervised if they get together outside school hours (especially in each other’s homes). Students should not stay overnight at each other’s places unless each parent/carer knows exactly what is occurring and has given consent. **Parents/carers should have spoken to each other by telephone or seen each other directly in order to make all the appropriate arrangements.**

These concerns are discussed at the enrolment interview and reinforced at other appropriate times.