



***CURRENTLY UNDER REVIEW***

***School Based Positive  
Behaviours For Learning &  
Pastoral Care Policy***

*Last Reviewed: February 2021  
Next Review: February 2022*

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## Introduction:

We as the community of Catherine McAuley School Orange, claim that our school can be authentically Catholic when the emphasis is on the education of the whole person and this implies that as a school community we recognise and value each person's gifts and talents; develop feelings of self worth and endeavor to ensure that the Christian attitudes and values pervade all areas of schooling.

Children must be aware of the school rules and the resultant level of expected behaviour. This means that the school rules must be taught to children and must be constantly revised. The McAuley Rules are RESPECT / SAFE / RESPONSIBLE. A copy of the details of these rules will be given to each class teacher, casual teacher and will be sent home to parents at the beginning of each school year

It is essential that we must be fully aware of the rules and more importantly that we are consistent in applying them. Children cannot feel secure when their parameters are forever changing.

It is essential that the referral procedure of the School Based Positive Behaviour For Learning & Pastoral Care Policy is carefully followed and that communication between the referring teacher and Principal or Assistant Principal is clear.

Catherine McAuley School recognises that the management of student behaviour and the processes of discipline are important in the day-to-day running of the school. As well, this relates to the overall formation and development of each student.

## Focus:

***"...the child grew to maturity and he was filled with wisdom; and God's favour was with him"***  
*(Luke 2:39-40)*

Discipline essentially is a positive concept and is part of the formation process of students, whereby through their moral development, they learn that they are accountable for their actions.

Catherine McAuley School Based Positive Behaviour For Learning & Pastoral Care Policy outlines and explains the paths of discipline procedure in an attempt to provide clarity for students, parents and teachers. It also outlines the levels of consequences in responding to breaches of rules: as well as the ways in which the school encourages and reinforces positive behaviour and a sense of achievement in its students.

## Shared Key Values:

***“The Catholic School must first be a genuine educational institution which encourages excellence, the pursuit of learning and the care of the individual student.”***

Reference: Marcellin Flynn (1979) Catholic Schools and the Communication of Faith.

Our school shares key values and expresses what is important about discipline and the positive management of student behaviour.

At Catherine McAuley School we believe that:

- Respect for an individual, both teacher and student, is at the centre of effective student behaviour management
- Behaviour management must preserve the dignity of all
- The fundamental “right to learn” must be considered in student behaviour management
- Staff consistency and certainty with follow up ensures improved student behaviour
- Children need to be aware of the effect of their behaviour on others
- The school should have a positive focus on the management of student behavior
- Should any students or staff display extreme behaviours, CEBD personnel will be notified and support will be offered
- Rewards and encouragement of correct behaviour are the main focus of this School Based Positive Behaviour For Learning & Pastoral Care Policy
- Corporal punishment, involving any physical action by a staff member, is not permitted in this school.

## Aims:

Our school policy aims to develop a whole-school discipline style based on respect and dignity. We hope to develop a school environment that encourages children to:

1. Develop Self Discipline
2. Own the Behaviour
3. Develop positive self-esteem
4. Respect the rights and dignity of others
5. Build workable relationships
6. Develop a spirit of friendship and love within the school community
7. Accept the consequences of behavioural choices.

The achievement of these aims depends upon careful planning, which must take account of three related aspects of discipline:

Preventative action: action to prevent unnecessary disruptions.

Corrective action: action to correct problems when they arise.

Supportive action: action to employ support procedures and processes.

## Pastoral Care:

Pastoral Care may be defined as the expression of care in the school community. Pastoral Care is essential for developing a school spirit, which is welcoming and positive, and creates a bond among staff, students and parents. Pastoral Care has its inspiration in the image of Jesus as shepherd, a symbol of God's constant love.

Pastoral Care is an expression of the philosophy and vision of the school, reflected in the quality of daily relationships. It embraces all facets of the Curriculum and is sustained by values that reverence life, respects the dignity of each person and the contribution they make to the school community. At Catherine McAuley Pastoral Care is concerned with each student and his/her family and their particular needs.

## Discipline:

Discipline implies learning a way of life, which is faithful to the teachings of the Gospel. Therefore, at Catherine McAuley our belief about discipline is based on concepts of justice, fairness and positive growth. Discipline is concerned with the modification of behaviour so that it contributes to the creative energy of the school community.

Students are expected to behave in a manner that is respectful of staff, visitors and other students. This behaviour would include: being courteous, co-operative; using buildings and equipment carefully; behaving safely. The major orientation of Catherine McAuley School Based Positive Behaviour For Learning & Pastoral Care Policy is the fostering of self-discipline. School rules are not impositions placed on unfortunate students by teachers, but rather guidelines to promote the Christian development of the whole school community. Similarly, punishment must not be viewed as the consequence of failure by students, but rather as a process challenging them towards transformation and personal growth.

Parents are expected to behave in a manner that is respectful of staff, students and other parents.

**All problems need to be addressed by a member of staff or the Principal. Parents are not permitted to approach students or their parents regarding a problem involving their child.**

## Child Protection:

### **Employees:**

Child Protection protocols at Catherine McAuley, Orange is governed by legislation by the NSW Government and policies set by the Catholic Education Office, Bathurst.

“The Child Protection Code of Professional Standards for Employees in Catholic Schools in the Diocese of Bathurst” sets out the expectations of employees’ behaviour in relation to child protection matters.

Each year every member of staff is in-serviced with the training package “Safeguarding Children – Building Public Confidence” produced by the Catholic Commission for Employment Relations (CCER). Each employee signs their attendance at the training.

Principals, or their delegate, are responsible for presenting this power-point presentation. The Child Protection Coordinator at the CEO may also be invited to make this presentation to staff.

Each employee is also given a copy of the “Child Protection Code of Professional Standards” which provides advice on “Behaviours to Encourage” and “Behaviours to Avoid”.

In the event of a complaint against an employee of a child protection nature, the CEO and School is guided by the document, “Professional Conduct and Child Protection – Responding to Allegations Involving School Personnel”.

### **Students**

In regard to a student's risk of harm outside of the school environment, the school has a duty to inform child protection authorities if there is a reasonable belief that a child is subject to “significant harm”.

The Principal, supported by the Child Protection Coordinator at the CEDB, will use the online Mandatory Reporting Guide ([www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au)) to ascertain what actions should occur. This protocol is set out in the CEO document “Child Protection and the Safety Welfare and Wellbeing of Children and Young People”. If a Report is required to the Department of Community Services the form “Risk of Significant Harm Report” should be used.

Any member of staff who has information regarding the following abuse of a child should **immediately** report to the Principal:

1. Physical abuse
2. Neglect
3. Sexual Abuse

#### 4. Psychological harm

The Principal will contact the Child Protection Coordinator; the MRG will be completed and action taken with the various authorities and supporting agencies.

### Philosophy and Principles of School Discipline:

School discipline at Catherine McAuley is based on:

- The loving concern God has always for his people throughout the history of salvation.
- The value and uniqueness of the individual person created in the image of God.
- The fact the “Catholic School is committed to the development of the whole person, since in Christ, the Perfect Man, all human values find their fulfilment and unity”. (The Catholic School; 1980:n 35).
- The recognition that the ministry of each member of the school community contributes to the development of the climate in the school.
- The understanding that, “the entire effort of the Catholic teacher is oriented towards an integral formation of each student.”

### Anti-Bullying Policy:

#### Anti-bullying

Catherine McAuley School strives to be proactive in regard to all bullying issues. Bullying is a serious act and will be treated as such by all staff. The Catherine McAuley School community rejects all forms of bullying. All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. All members of the school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

#### A Definition of Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.

Bullying behaviour can be:

- **verbal** (eg) name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** (eg) hitting, punching, kicking, scratching, tripping, spitting
- **social** (eg) ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** (eg) spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation.

### What Are The Signs?

Bullying may be very hard to see. Victims may already be having trouble interacting with their peers or with teachers. They are often picked on by bullies for this reason.

Bullying usually happens out of sight, away from teachers or other adults. The people who are most likely to know what is going on are other children.

Children who are being bullied often don't like to tell anyone because they feel weak or ashamed, or are frightened that it will only make things worse. They also feel it is wrong to 'dob in' or 'tell tales' on other children.

If they tell anyone, it is most likely they will tell their parents or their friends before they will tell a teacher.

Some telltale signs are:

- Bruises, scratches or cuts that your child can't really explain;
- Torn or damaged clothing;
- Damaged or missing belongings;
- Headaches, stomach aches and other pains that the child can't put a finger on;
- Unexplained tears or depression;
- Unusual outbursts of tantrums;
- Not wanting to go to school;
- Not wanting to play with friends;
- Wanting changes in the way he or she travels to and from school;
- School work declines;
- Wanting extra money without giving a reason.

### Statement Of Policy On Bullying

Catherine McAuley School is opposed to bullying in all its forms – physical, social, verbal and psychological.

The school seeks to counter views that bullying is an acceptable part of life and through educational programs (eg) Peer Support, Life Education, Class Focus Units, Second Steps Program and example encourages parents, staff and students to build a climate of respect and care for others.

The school has a pastoral care policy. Reporting via the School Based Positive Behaviour Policy and taking discipline measures ensure cases of bullying are dealt with.

The school supports victims of bullying. The school aims to assist the positive development of those who engage in bullying behaviour.

### As Teachers We Must

- Keep a positive focus by regular class and whole school reminders about our school rules;
- Listen to the victim;

- Take the victim seriously;
- Be consistent in our dealings with students;
- Follow through our own detentions/timeout. (Students are not to be left alone for detention.);
- Support the school routine, eg. lunch eating – insist on all students sitting down;
- Teach students strategies such as the 3-Step Telling Rule;

**1. Stop it, I don't like it.**

**2. Stop it now, or I'm telling the teacher.**

**3. I'm going now to tell the teacher.**

- Engage in professional development in the area of bullying, behaviour management and discipline;
- Each class will take part in specific lessons aimed at highlighting the effects of bullying and the need to ensure that it is not accepted at Catherine McAuley in any form.

## Rights and Responsibilities

The following fundamental rights are important in Catherine McAuley Catholic Primary School. With these rights come also responsibilities.

**1. I have the Right to be treated with dignity and respect.**

I have the responsibility to:

- Treat others politely and with respect
- To respect the authority of staff, parents and community members in and out of school
- Listen considerately to others
- Express my point of view politely and at the right place and time. If necessary I

should be able to disagree without being disagreeable.

## **2. I have the Right to be safe.**

I have the responsibility to make the school a safe place by:

- Not threaten, hit or hurt anyone in anyway
- Not place others or myself in a dangerous situation
- Keep within supervised and secure areas of the school and its grounds
- Not bring dangerous objects to school
- Tell a responsible person about any dangerous situation
- Tell a responsible person if another student is being bullied.

## **3. I have the Right to learn according to my ability.**

I have the responsibility to:

- Not interrupt others while they are learning
- Not to ridicule others for expressing their opinions and feelings
- Accept the way that each person learns
- Seek and offer assistance when needed
- Do my best at all times
- Cooperate with all teachers and staff
- Encourage other students positively
- Be punctual and have correct equipment
- Allow lessons to proceed without disruption
- Keep up to date with all work.

## **4. I have the Right to expect that my property will be safe.**

I have the responsibility to:

- Take good care of property and not steal, damage or destroy the property belonging to others or the school
- To hand in property that I find.

## **5. I have the Right to a pleasant, clean and well-maintained environment**

I have the responsibility to:

- Care for the school environment, to keep it neat, clean and to place rubbish in bins
- To report and not touch any syringes or broken glass found near or on school grounds.

## **6. I have the Right to personal privacy.**

I have the responsibility to:

- Respect the privacy and property of others.

## **7. I have the Right to protection from discrimination.**

I have the responsibility to:

- Accept others as they are and to report discrimination to a responsible person.

## **8. I have the Right to Practice my Faith.**

I have the responsibility to:

- Respect others when they pray
- Be reverent, when visiting the church, during Mass or school liturgies
- Participate in school and class prayer
- Behave in a Christian way to others.

**9. I have the Right to Parish and Community Support.**

I have the responsibility to:

- Behave in a way that will bring credit to the school
- Wear my school uniform with pride in and out of school
- To conduct myself with courtesy and consideration for others and use acceptable language, travelling to and from school, on excursions, at sporting events and social activities.

**10. I have the Right to be informed of what is happening in the school.**

I have the responsibility to:

- Listen attentively at assemblies
- Take notes home and return replies promptly.

**PLAYGROUND & SCHOOL RULES:**

We are working toward SPB4L at CMCPS because:

- Positive learning space
- Consistency and positive for student
- Happy learning
- Safe environment for all
- Concise fair and uniform rules expectation
- Bring school together under a common name and goal
- Connect to our Catholic values
- Build a respectful culture of difference and diversity

**RESPECT/ SAFE / RESPONSIBLE:**

<b>Area</b>	<b>Safety</b>	<b>Responsibility</b>	<b>Respect</b>
<b>TOILETS</b>	<ul style="list-style-type: none"><li>● Only walk</li><li>● For safety this is not a play area</li></ul>	<ul style="list-style-type: none"><li>● Be hygienic</li></ul>	<ul style="list-style-type: none"><li>● Be aware of others.</li><li>● Keep toilets clean</li></ul>

<b>AREA A</b>			
<b>Equipment</b>	<ul style="list-style-type: none"> <li>• Wait for the teacher's ok.</li> <li>• Take turns</li> <li>• Watch out for others</li> <li>• No hanging upside down</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing equipment with others</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns</li> </ul>
<b>Pop-Up Play</b>	<ul style="list-style-type: none"> <li>• Be aware of others</li> </ul>	<ul style="list-style-type: none"> <li>• Put equipment away</li> </ul>	<ul style="list-style-type: none"> <li>• Share school equipment/toys</li> <li>• Care for the equipment</li> <li>• Each day is a new game</li> </ul>
<b>Dress Up</b>	<ul style="list-style-type: none"> <li>• Play carefully</li> <li>• Play in passive area</li> </ul>	<ul style="list-style-type: none"> <li>• Pack up and keep clean</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate and enjoy play</li> </ul>
<b>Trucks</b>	<ul style="list-style-type: none"> <li>• Only play with trucks in Area A</li> </ul>	<ul style="list-style-type: none"> <li>• Put equipment away</li> </ul>	<ul style="list-style-type: none"> <li>• Play with care</li> </ul>
<b>AREA B</b>			
<b>COLA</b>	<ul style="list-style-type: none"> <li>• <u>Before School</u>: Put bags in correct area</li> </ul>	<ul style="list-style-type: none"> <li>• Kinder: Line up on class lines on bell.</li> <li>• Year 1: Move to classrooms quietly and safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Include others and play fairly.</li> </ul>
<b>Cricket Nets</b>	<ul style="list-style-type: none"> <li>• One batter only allowed in the net at any one time.</li> <li>• Play ball games safely.</li> <li>• For safety keep your hands and feet to yourself</li> <li>• Kicking allowed in courts next to cricket nets as long as it stays in the area</li> </ul>	<ul style="list-style-type: none"> <li>• Only play in your signed area</li> <li>• For your safety the area behind the nets is out of bounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns</li> </ul>
<b>Passive Play - verandah outside Yr 5 classrooms</b>	<ul style="list-style-type: none"> <li>• This area is for Passive Play so you may sit or stand and chat, colour, play the piano or card games in the area</li> <li>• For Safety please walk</li> </ul>	<ul style="list-style-type: none"> <li>• Always go home with your own things - we don't trade</li> </ul>	<ul style="list-style-type: none"> <li>• Value other people's property</li> </ul>
<b>Flying Fox</b>	<ul style="list-style-type: none"> <li>• Line up off the platform on the ground (on the fence side) - need line painted</li> <li>• One turn is up and back</li> <li>• Use two hands at all times</li> <li>• Land safely</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns</li> <li>• Go to the back of the line after your turn</li> </ul>
<b>Green and Blue areas</b>	<ul style="list-style-type: none"> <li>• Watch out for others.</li> <li>• For safety no tackling.</li> <li>• When kicking keep to the green area</li> </ul>	<ul style="list-style-type: none"> <li>• Collect your belongings and put in appropriate places</li> <li>• When bell goes, go promptly to lines.</li> <li>• Keep hands and feet to self on all play areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Include others .</li> <li>• Use kind words and actions</li> <li>• Be aware of people's space</li> </ul>

<b>AREA C</b>			
<b>Canteen</b>	<ul style="list-style-type: none"> <li>● Line up in infants line and primary line</li> </ul>	<ul style="list-style-type: none"> <li>● Enter area if you are buying</li> <li>● Only buy for yourself</li> <li>● Leave the area once you have been served</li> </ul>	<ul style="list-style-type: none"> <li>● Manners - “please” and “thank you”</li> <li>● Use kind words and actions</li> </ul>
<b>Volleyball net</b>	<ul style="list-style-type: none"> <li>● Throwing, passing and kicking games allowed</li> </ul>	<ul style="list-style-type: none"> <li>● Always be aware of others around this area and keep all people safe.</li> <li>● When bell goes, go promptly to lines.</li> <li>● Keep hands and feet to self on all play areas.</li> </ul>	<ul style="list-style-type: none"> <li>● Include others .</li> <li>● Use kind words and actions</li> </ul>
<b>Green Areas 5/6</b>	<ul style="list-style-type: none"> <li>● Watch out for others.</li> <li>● For safety no tackling.</li> <li>● When kicking keep to the green area</li> </ul>	<ul style="list-style-type: none"> <li>● Collect your belongings and put in appropriate places</li> <li>● When bell goes, go promptly to lines.</li> <li>● Keep hands and feet to self on all play areas.</li> </ul>	<ul style="list-style-type: none"> <li>● Include others .</li> <li>● Use kind words and actions</li> <li>● Be aware of people’s space</li> </ul>
<b>Handball</b>	<ul style="list-style-type: none"> <li>● Use tennis balls or soft handball only.</li> </ul>	<ul style="list-style-type: none"> <li>● Play by the rules agreed by the group</li> </ul>	<ul style="list-style-type: none"> <li>● Share courts</li> <li>● Take turns</li> </ul>
<b>Grass area</b>	<ul style="list-style-type: none"> <li>● Non-kicking area</li> <li>● Touch football area</li> </ul>	<ul style="list-style-type: none"> <li>● Play by rules agreed by group</li> </ul>	<ul style="list-style-type: none"> <li>● Be aware of others</li> </ul>
<b>Eating areas</b>	<ul style="list-style-type: none"> <li>● Sit in the area provided</li> <li>● Wait for directions from teachers before leaving</li> <li>● Everybody has to sit in the area provided and eat their recess and lunch</li> </ul>	<ul style="list-style-type: none"> <li>● Put your rubbish in the correct bins</li> <li>● Eat only the food provided for you</li> <li>● Place lunch boxes or other containers or items in class tubs or on the seats</li> </ul>	<ul style="list-style-type: none"> <li>● Respect the environment</li> <li>● Recycle responsibly.</li> </ul>
<b>Amphitheatre / Pop up play</b>	<ul style="list-style-type: none"> <li>● Be aware of others</li> </ul>	<ul style="list-style-type: none"> <li>● Put equipment away</li> </ul>	<ul style="list-style-type: none"> <li>● Share school equipment/toys</li> <li>● Care for the equipment</li> <li>● Each day is a new game</li> </ul>
<b>AREA D:</b>			
<b>Big Tree</b>	<ul style="list-style-type: none"> <li>● For your safety only sit on seats</li> </ul>	<ul style="list-style-type: none"> <li>● Put lunch boxes away</li> <li>● Collect belongings at end of play</li> </ul>	<ul style="list-style-type: none"> <li>● Place rubbish in correct bins</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>● Wait for the teacher’s ok.</li> <li>● Take turns</li> <li>● Watch out for others</li> <li>● No hanging upside down</li> </ul>	<ul style="list-style-type: none"> <li>● Sharing equipment with others</li> </ul>	<ul style="list-style-type: none"> <li>● Take turns</li> </ul>

<b>Shade cloth areas - Area D</b>	<ul style="list-style-type: none"> <li>• For safety only handballs in this area</li> </ul>	<ul style="list-style-type: none"> <li>• Collect your belongings and put in appropriate places</li> <li>• When bell goes, go promptly to lines.</li> <li>• Keep hands and feet to self on all play areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Include others .</li> <li>• Use kind words and actions</li> </ul>
<b>AREA E:</b>			
<b>Equipment</b>	<ul style="list-style-type: none"> <li>• One person on the bridge at a time</li> <li>• Slide down the slide from top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>• Look before swinging</li> </ul>	<ul style="list-style-type: none"> <li>• Take your turn</li> </ul>
<b>Chook Area</b>	<ul style="list-style-type: none"> <li>• Non running area</li> </ul>	<ul style="list-style-type: none"> <li>• Stay out of vegetable garden unless instructed.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't touch the chooks</li> </ul>
<b>Grass</b>	<ul style="list-style-type: none"> <li>• Non kicking area</li> <li>• Keep out of the bushes and gardens</li> </ul>		<ul style="list-style-type: none"> <li>• Be aware of others</li> </ul>
<b>MOVING AROUND OUR SCHOOL:</b>	<ul style="list-style-type: none"> <li>• Walk to and from classes</li> </ul>	<ul style="list-style-type: none"> <li>• As a class stay in lines</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet in the corridors</li> </ul>
<b>MASS:</b>	<ul style="list-style-type: none"> <li>• Walk to and from the church with your classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in the Mass (singing, responses) prayer.</li> <li>• Keep calm and still.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter/Exit the Church calmly and quietly.</li> <li>• While in the church remain quiet.</li> <li>• Genuflect before entering the pew towards the alter/tabernacle.</li> <li>• Sit/stand/kneel at appropriate times.</li> </ul>
<b>ASSEMBLY:</b>	<ul style="list-style-type: none"> <li>• Walk to and from hall with classroom teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep calm and still</li> </ul>	<ul style="list-style-type: none"> <li>• Remain quiet during assembly</li> </ul>
<b>COMMON EXCURSIONS:</b>	<p><b><u>Bus:</u></b></p> <ul style="list-style-type: none"> <li>• Sit quietly/calmly in seats.</li> <li>• Seat belt on.</li> <li>• Walk onto bus when instructed by teacher.</li> <li>• Follow instructions from teachers when exiting bus.</li> <li>• Walk in 2 lines as instructed by teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Look after your own belongings.</li> <li>• Wear your uniform correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Use manners</li> <li>• Follow instructions</li> </ul>

<b><i>BUSLINES:</i></b>	<ul style="list-style-type: none"> <li>● Only walk to your bus with the teacher</li> <li>● Stay in your bus line</li> </ul>	<ul style="list-style-type: none"> <li>● Walk straight to bus waiting area when the bell goes</li> <li>● Listen for when your bus is called</li> </ul>	<ul style="list-style-type: none"> <li>● Keep area tidy</li> <li>● Look after your belongings</li> <li>● Be mindful of others</li> <li>● Do not push in and be courteous</li> </ul>
<b><i>SCHOOL ARRIVAL:</i></b>	<ul style="list-style-type: none"> <li>● Walk directly to your waiting area.</li> </ul>	<ul style="list-style-type: none"> <li>● Leave bags in your designated area.</li> </ul>	<ul style="list-style-type: none"> <li>● Greet people cheerfully</li> </ul>
<b><i>LEAVING SCHOOL:</i></b>	<ul style="list-style-type: none"> <li>● Sit down and wait for parents/ carers.</li> </ul>	<ul style="list-style-type: none"> <li>● Walk to your pick up area when the bell goes.</li> <li>● Listen to the teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Look after your belongings</li> <li>● Be aware of siblings/others</li> </ul>

## ***McAuley Reward System:***

It is important that expected behaviour is recognised and affirmative encouragement is given to all students to reinforce the positive contributions they make to the safety and well being of the school. The Reward Structures are a vital component of this Policy.

Positive Rewards System is about rewards children for consistent expected behaviour.  
**(NOT AN INCENTIVE FOR BETTER BEHAVIOUR )**

Our Behaviour System is a two way system.

### **House:**

Teachers give the student a raffle ticket for consistent expected behaviour (in the classroom they can just give marble and tick sheet), the student then gives this ticket to their teacher who marks name off on class list. The student then receives a marble which is then placed in their house container jar (found in the classroom). These jars are then taken to assembly on Friday by students (possibly class councillors) and placed in the whole school HUGE Jar that correlates to

their House Jar when invited to do so. These Jars have lines on them showing them the level they must reach for rewards to “kick in” ( Students had input into choosing these rewards)

Level 1	Level 2	Level 3
ice block - summer Freddo Frog - winter	extra play for 20 minutes. Extra equipment	Movie in the Hall. Casual clothes. Bean Bags and Pillows allowed

These rewards would take place in sabbatical week and week 10. An appropriate time during those weeks will be decided closer to the date. (Times and days will vary each term)

### Individual:

The Positive Rewards System is about rewarding children for consistent expected behaviour. (**NOT AN INCENTIVE FOR BETTER BEHAVIOUR** )

Teachers give the student a raffle ticket for consistent expected behaviour (in the classroom they can just give marble and tick sheet), the student then gives this ticket to their teacher who marks name off on class list.

At the end of the week class councillor counts the tally to see if any student have reached the target numbers 5, 10, 15 etc which leads to bands and further reward system

Number of Positives	Band Colour	Positive Reward
5	Blue	
15	Yellow	
30	Maroon	
45	Bronze	Certificate - Hot chips
60	Silver	Certificate- Putt/Putt or Ten Pin Bowling
75	Gold	Certificate- Lunch with Principal at place of choice e.g Yoyo Bar

### Clarification

No end of term reward anymore

However teachers may still choose to have an activity or excursion to celebrate the end of the year.

I.e. Pool or Movies

Attendance is not behaviour orientated but children can still be put on contracts and miss this excursion. The cost must **NOT EXCEED \$20**

Minor and Major breaches will be checked at and reported at Executive Meetings. Executive follow up will take place is deemed necessary.

### **Class Councillors:**

- Two Class Councillors are nominated at the first Whole school Assembly in Term 1, 2, 3 & 4.
- One is elected by the class the other chosen by the teacher.
- Class Councillors are given a badge that they keep until the next Councillors are chosen.

### **Merit Awards:**

Presented to children who deserve recognition for any worthwhile endeavour, displaying excellent behaviour or achievement/effort/attitude in class work. Three awards are given out per class for each class attending the School Assembly. The names of students in the remaining classes are read over the PA after Lunch.

### **RECOGNITIONS:**

#### **Class Presentations**

- Positive comments, stickers, classroom awards, visit another class to display work
- Reporting to Executive for display of work or commendation for behaviour
- Special mention at assembly or in newsletter.
- Reporting to Principal or Assistant Principal with display of work for an Award sticker.

#### **Licences**

Presented to children in Grade 4 who have earned the right to use pen in bookwork.

#### **Participation Awards**

Presented for achievement in special events. For example: Credit, Distinction or High Distinction in Australasian Schools Competitions, Diocesan, Polding or State Representation in Sport, PSSA awards, etc.

#### **Age Champions**

A trophy is presented to the boy and girl Champions following the Swimming and Athletics Carnivals for the highest individual point scorers in age divisions. In Cross Country a medal presented to the boy and girl Age Champion for each race.

#### **Sporting Shields**

Athletics - School House Point Score Athletics Trophy to the House, which achieves the greatest number of points for the carnival.

**Swimming:** School House Point Score Swimming Trophy to the House, which achieves the greatest number of points for the carnival.

## MINOR & MAJOR BREACHES IN THE RULES:

Green = Minor Breach

Red = Major Breach

### **Bullying & Harassment**

**Infants issues can be different to Primary due to their development.**

Breach	Comments
· Intentionally leaving another child out of play/running away.	Major if Consistent
· Name calling/ostracising of another child at the school (GREEN/MINOR)	Major if Consistent
· Encouraging others to leave out a child from play	Major if Consistent
· Dominating or intimidating others.	Major if Consistent
· Staring, laughing or chasing others to intimidate.	Major if Consistent
· Encouraging or daring others to participate in inappropriate behaviour.	Major if Consistent
· Continuing with behaviour after teacher has intervened.	
· Making unfriendly or rude comments to another person in the CMCPs community in an online environment.	

## Defiance and Non Compliance

Infants issues can be different to Primary due to their development.

Breach	Comments
<ul style="list-style-type: none"> <li>Eye rolling at a teacher request</li> </ul>	Major if consistent
<ul style="list-style-type: none"> <li>Having a phone at school - not given to teacher/office</li> </ul>	Note home to parents.
<ul style="list-style-type: none"> <li>Not wearing the school uniform correctly</li> </ul> <p>Children are expected to be attired in the correct school uniform each day of the school year and to present themselves in line with school dress policy, which stipulates: (If this is not the case please send a note of explanation of why they are out of uniform).</p> <ul style="list-style-type: none"> <li>Extremes of hairstyle are not permitted, these include coloured hair and haircuts or undercut less than a 'two' or rats tails. Hair below the shoulders must be pulled back off their face.</li> <li>No bracelets, bangles, necklaces or anklets - a religious medal on a fine chain may be worn</li> <li>One small ring only</li> <li>No nail polish</li> <li>One set of earrings only sleepers or studs</li> <li>T-shirts under short sleeved shirts are not permitted</li> <li>Black school shoes must be worn</li> <li>In Term 1 and Term 4 boys are permitted to have their shirt out</li> <li>In cold weather children are permitted to wear jackets, scarves and/or beanies in the playground (Preferably plain navy blue or maroon).</li> <li>Reinforce labelling</li> <li>If it's seen on playground - ask class teacher</li> </ul>	Form note home to parents from executive. Major if consistent
<ul style="list-style-type: none"> <li>Having chewing gum at school</li> </ul>	
<ul style="list-style-type: none"> <li>Putting rubbish in the wrong bin</li> </ul>	
<ul style="list-style-type: none"> <li>Littering</li> </ul>	
<ul style="list-style-type: none"> <li>Food or toys on the playground equipment</li> </ul>	
<ul style="list-style-type: none"> <li>Writing on the body</li> </ul>	
<ul style="list-style-type: none"> <li>Out of bounds</li> </ul>	Major if repeated
<ul style="list-style-type: none"> <li>Refusal to follow a reasonable teacher direction</li> </ul>	

<ul style="list-style-type: none"> <li>Leaving the classroom without permission</li> </ul>	
<ul style="list-style-type: none"> <li>In buildings during breaks without permission</li> </ul>	

## Physical Contact and Aggression

**Infants issues can be different to Primary due to their development.**

Breach	Comments
<ul style="list-style-type: none"> <li>Touching others when asked to stop</li> </ul>	Major if consistent
<ul style="list-style-type: none"> <li>Pushing</li> </ul>	Major if <b>Intentional or continued</b>
<ul style="list-style-type: none"> <li>Playing inappropriately with sticks</li> </ul>	
<ul style="list-style-type: none"> <li>Punching</li> </ul>	
<ul style="list-style-type: none"> <li>Kicking</li> </ul>	

## Property Misuse

**Infants issues can be different to Primary due to their development.**

Breach	Comments
<ul style="list-style-type: none"> <li>Touching or moving other people's bags or food.</li> </ul>	
<ul style="list-style-type: none"> <li>Hanging around the toilet</li> </ul>	
<ul style="list-style-type: none"> <li>Being in the wrong toilet</li> </ul>	
<ul style="list-style-type: none"> <li>Breaking limbs off trees</li> </ul>	
<ul style="list-style-type: none"> <li>Leaving lunch bags on playground</li> </ul>	
<ul style="list-style-type: none"> <li>Littering</li> </ul>	
<ul style="list-style-type: none"> <li>Standing on Chairs</li> </ul>	
<ul style="list-style-type: none"> <li>Incorrect behaviour in toilets</li> </ul>	
<ul style="list-style-type: none"> <li>Throwing, rolling, wetting or stuffing toilet paper down toilets or in toilet block</li> </ul>	

<ul style="list-style-type: none"> <li>● Graffiti on school property</li> </ul>	
<ul style="list-style-type: none"> <li>● Taking other people's property</li> </ul>	
<ul style="list-style-type: none"> <li>● Breaking other people's/school property</li> </ul>	

## **Disruptions**

**Infants issues can be different to Primary due to their development.**

<b>Breach</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>● Interrupting the play of others in the playground</li> </ul>	Major if deliberate or consistent
<ul style="list-style-type: none"> <li>● Making noise while moving around the school in class time</li> </ul>	
<ul style="list-style-type: none"> <li>● Making noise and moving about in Mass or Assembly</li> </ul>	Major if intention or consistent
<ul style="list-style-type: none"> <li>● Calling out in learning areas</li> </ul>	
<ul style="list-style-type: none"> <li>● Playing games in the wrong area.</li> </ul>	
<ul style="list-style-type: none"> <li>● Kicking balls away from other games</li> </ul>	
<ul style="list-style-type: none"> <li>● Late to lines</li> </ul>	Major if consistent or intentional
<ul style="list-style-type: none"> <li>● Late to class</li> </ul>	Major if intentional or consistent

## **Inappropriate Language**

**Infants issues can be different to Primary due to their development.**

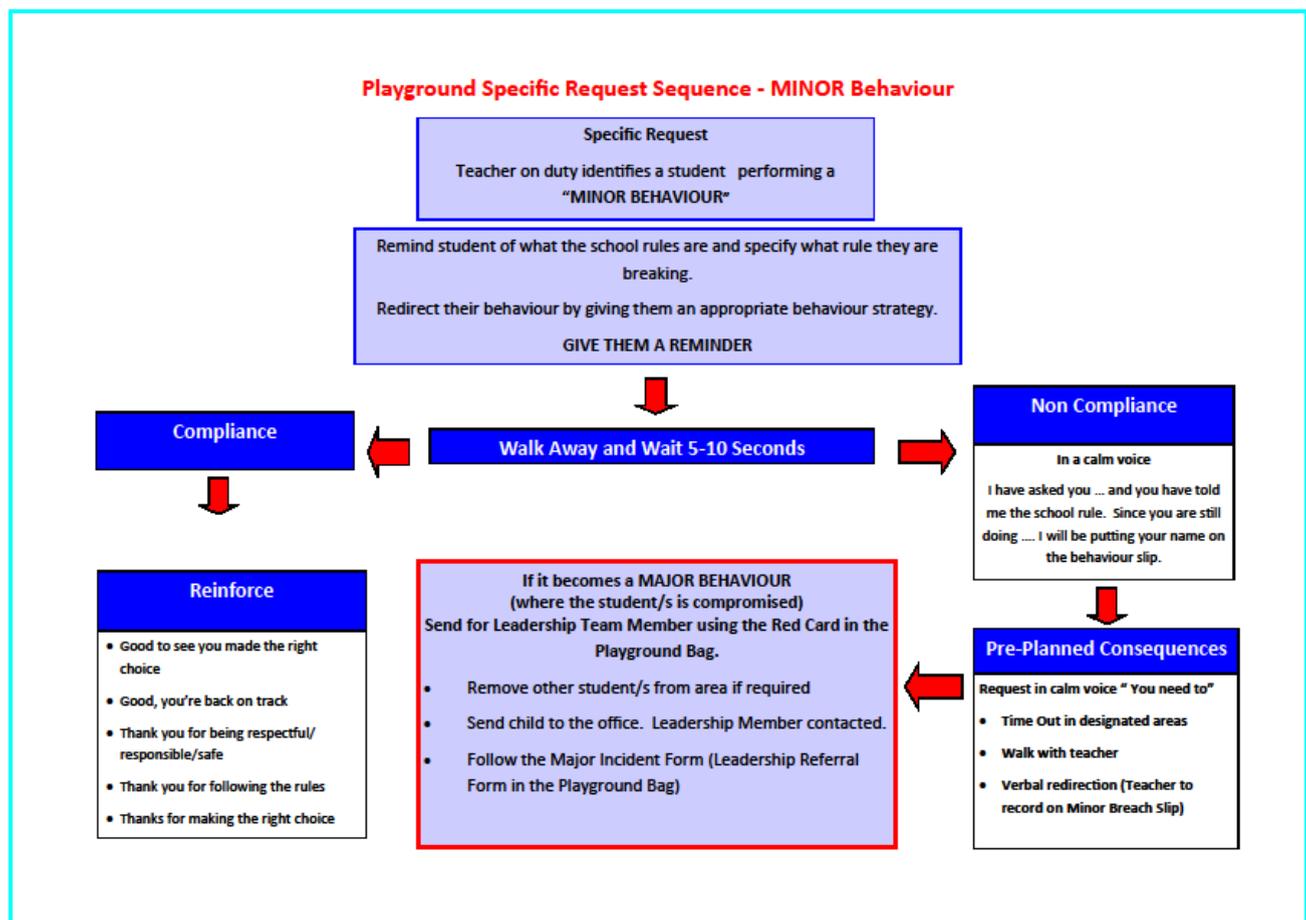
<b>Breach</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>● Swearing</li> </ul>	Major if it is at someone
<ul style="list-style-type: none"> <li>● Yelling at others</li> </ul>	
<ul style="list-style-type: none"> <li>● Back chatting adults at any time</li> </ul>	Major if continuous or extreme

- Inappropriate talk - sex talk, racist taunts, name calling.

Procedure if there is a breach in the rules:

MINOR BREACH:

**1. If a teacher warns a student and they do change their behaviour after teacher uses Specific Request Sequence.**



**Using the Warning Data Base students receive the following breaches after:**

- Three warnings for different breaches in a term is a minor
- Two warnings for the same breach in a term is a minor
- Three warnings for the same breach in a term is a major

\* Teachers responsible for recording warnings on Chronicle

\* Executive check Warning Data Base at their Thursday Meeting and give children Major & Minor breaches when required

**2. If a teacher warns a student for a minor breach and the student doesn't change their behaviour after the teacher uses Specific Request Sequence (see above) the teacher gives the student a minor breach and records this directly onto "Compass".**

### WHEN A CHILD HAS 3 MINOR BREACHES IN A TERM:

- Warning phone call to parents informing them of the third minor breach

### ONE FURTHER BREACH THAT TERM: (4 breaches in a term)

- Meeting with parents, executive, class teacher and child
- The parents and child are shown the Consequence / Decision List from the Major Breach Referral
- A consequence is given or it is explained what the consequence will be if a further Breach is received this term

### ONE FURTHER BREACH THAT TERM: (5 breaches in a term)

- A consequence is given from the Major Breach Referral
- A meeting may take place with parents, executive, class teacher and child

### MAJOR BREACH:

- Teacher issuing the Major removes the child from play and fills out a Chronicle entry for the child outlining the Breach.
- Consequence is given from the Consequence / Decision List
- Executive member reviews the Major and follows up speaking with the child and issuing further consequences if necessary.
- Phone call to the parents is made by the Executive member if deemed serious or repetitious.
- A courtesy call also to parents of other students involved, if the students are harmed (physically and/or emotionally)
- If there are further breaches the consequences are more serious each time.

### CONSEQUENCES / DECISION MAJOR BREACH:

**The Executive Member will choose from the list below a suitable consequence based on the breach:**

- Conference with student
- Individualised instruction plan
- Loss of privilege
- Time out in the office
- Parent contacted / sent home
- In-school suspension
- Out of school suspension
- Expulsion
- Referral to Centacare
- Referral to Student Support Team
- Intervention support request CEO

### SUSPENSION:

#### Unacceptable Behaviour

*Serious unacceptable behaviour could warrant immediate Suspension. Types of behaviour exhibited include:*

- *Persistent disobedience.*
- *Intimidation of staff member.*
- *Violence or threatened serious violence.*

- Possession of prohibited weapon.
- Possession of illegal drugs.
- Criminal behaviour.

### Consequences:

- In-School Suspension 1-5 days.
- Parents/guardians and class teacher contacted by Principal or Assistant Principal and notified in writing.
- Children are placed in a suitable room in isolation
- Children are to be given the opportunity to eat recess and lunch
- Children can have toilet breaks (not at lunch or recess time)
- Children are given a work pack or work from the class teacher.
- Children are supervised by the executive and office staff
- Out of school Suspension up to 4 Days.

### **For suspension the following takes place:**

- Consultation with parents/guardians, relevant members of staff, Parish Priest and Schools Consultant.
- Behaviour Management Records have been kept.
- A written report of the student's unacceptable behaviour is kept at the school.
- Suspension details, including re-entry procedures, are discussed with parents/carers and student.
- Notify police if student exhibits violence, possession of drugs or prohibited weapon or any other criminal behaviour.
- Upon returning to school a statement is required from the student expressing remorse and a commitment to change his/her behaviour this is produced at the re-entry meeting with Principal or Assistant Principal.

### **EXPULSION:**

*Termination of a student's enrolment is an extreme disciplinary step reserved for cases of gross misconduct, persistent disruptive behaviour, or other breaches of school rules. Careful consideration must be given to the overall good of the student and the welfare of the school community.*

### Unacceptable Behaviour

- Serious unacceptable behaviour.

Termination of a student's enrolment is an extreme disciplinary step reserved for cases of gross misconduct, persistent disruptive behaviour, or other breaches of school rules. Careful consideration must be given to the overall good of the student and the welfare of the school community.

### **For Expulsion the following must take place:**

- Consultation with parents/guardians, relevant members of staff, Parish Priest and Executive Director of Schools.
- Behaviour Management Records have been kept.
- A written report of the student's unacceptable behaviour sent to Parish Priest and the Executive Director of Schools.
- Approval from the Executive Director of Schools.

- A written report sent to the student's parents/guardians and action taken and subsequent implications.
- Notify police if student exhibits violence, possession of drugs or prohibited weapon or any other criminal behaviour.

## Corporal Punishment

***The Education Reform Amendment (School Discipline) Act 1995***

***The act specifies that:***

***“Corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to, or the destruction of property of, any person (including the student)”.***

***“Corporal punishment, involving physical action by a staff member, is not permitted in school. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.”***  
(Diocese of Bathurst Education Manual Ref. 6.3.1)

## Procedural Fairness

***Procedural fairness is a basic right of all students when dealing with authorities.***

***Procedural fairness refers to what are sometimes described as the ‘hearing rule’ & the ‘right to an unbiased decision’. The ‘hearing rule’ includes the right of a person against whom an allegation has been made to:***

- ***Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter.***
- ***Know the process by which the matter will be considered.***
- ***Respond to the allegations. Know how to seek a review of the decision made in response to the allegation.***
- ***Have a support person present when dealing with very serious allegations.***

***The ‘right to an unbiased decision’ includes the right to:***

- ***Impartiality in an investigation and decision making.***
- ***An absence of bias by a decision-maker.***

***Procedural fairness includes making available to students and parents/caregivers policies & procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident.***