

Quakers Hill Public school

Pastoral Care Policy



<i>Date of writing</i>	<i>February 2013</i>
<i>Date of Review</i>	<i>February 2016</i>

RATIONALE

Student Welfare is an essential component in ensuring that all the students at Quakers Public School are achieving their personal best in learning.

The Pastoral Care Policy incorporates the following;

- DEC nine core values of public education
- Western Sydney Region's Positive Behaviour for Learning (PBL) initiative
- QHPS Safe and valued (Anti Bullying Policy)
- Classroom management policy/procedures

At Quakers Hill Public School our students demonstrate the following nine values:

Integrity

Responsibility

Respect

Co-operation

Fairness

Care

Participation

Excellence

Democracy



These values govern the manner in which we as a school community deal with each other and relate to all members of the community, students, staff and parents.

Through our School Pastoral Care Policy, Quakers Hill Public School aims to:

- Recognise, promote and reward positive student behaviour through a cumulative whole school process;
- Recognise and reinforce student achievement; and
- Recognise and manage inappropriate behaviour through guidelines that provide clear procedures and consequences.

At Quakers Hill Public School we are:

- **Safe**
- **Responsible**
- **Proud**
- **Learners**





QUAKERS HILL PUBLIC SCHOOL

innovation-excellence-success

Non-Classroom Settings

Classroom Settings

	On the field we...	On the asphalt we...	At the canteen we...	In the toilets we...	At the silver seats we...	In the library we...	When going to the office we...	When using the walkways we...	At Assemblies	In the classroom	When participating in E-Learning
<p>Safe</p> <p>Students and staff are expected to model these safe behaviours.</p>	<p>Wear your hat</p> <p>Play non-contact games</p>	<p>Use tennis balls only</p> <p>WALK!</p>	<p>Stand quietly behind the yellow line</p> <p>Report problems to the teacher on duty</p>	<p>Use toilets appropriately</p> <p>Wash hands</p> <p>Report problems to the teacher on duty</p>	<p>Sit sensibly</p> <p>Wait in defined areas</p>	<p>Stand quietly and wait for the teacher</p> <p>Always walk</p> <p>Follow the school rules when using the internet</p> <p>Report problems to the teacher on duty</p>	<p>Always walk</p> <p>Have an office pass</p> <p>Go with a partner</p> <p>Go directly to the office and return directly to class</p>	<p>Always walk</p> <p>Keep to the left</p> <p>Walk bikes and scooters to and from school gates and bike racks</p> <p>Carry all items carefully</p>	<p>Sit quietly and listen to instructions</p> <p>Sit sensibly on chairs</p> <p>Enter and leave the hall in an orderly way.</p> <p>Respond to instructions quickly.</p>	<p>Always walk around the classroom.</p> <p>Keep hands and feet to your self.</p> <p>Use equipment in a sensible manner.</p>	<p>Always sit when using technology</p> <p>Keep food and drink away from technology</p> <p>Stay away from power sources</p>
<p>Responsible</p> <p>Students and staff are expected to model these responsible behaviours.</p>	<p>Eat and drink before going on the field</p>	<p>Look after the school gardens</p> <p>Put all rubbish in the bin</p>	<p>Be polite</p> <p>Put all rubbish in the bin</p> <p>Follow teachers' instructions</p> <p>Order your lunch before school</p> <p>Only go to the canteen lines if you are going to buy something</p>	<p>Respect everyone's privacy</p> <p>Keep our toilets clean</p> <p>Report any problems</p> <p>Turn off taps after use</p> <p>Follow teachers' instructions</p>	<p>Wait quietly for the teacher</p> <p>Walk sensibly when moving from the silver seats</p> <p>Be seated before the 8:45 bell</p> <p>Be seated following the class bells</p> <p>Follow teachers' instructions</p>	<p>Care for books and put them back in the correct place</p> <p>Be a quiet, sensible library guest</p> <p>Respond quickly to bells</p> <p>Follow staff members' instructions</p>	<p>Be polite</p> <p>Be a quiet, sensible office guest</p> <p>Only use the front door of the office</p> <p>Follow staff members' instructions</p>	<p>Walk quietly and sensibly</p> <p>Stay on the walkways</p> <p>Walk directly to your destination</p> <p>Respond quickly to bells</p> <p>Follow teachers' instructions</p>	<p>Listen to the people speaking</p> <p>Be quiet between items</p> <p>Be polite to award Recipients</p> <p>Clap sensibly</p>	<p>Listen to teacher instructions</p> <p>When working in groups remember to take turns.</p>	<p>Access appropriate websites and applications.</p> <p>Share technology with peers</p>
<p>Proud</p>	<ul style="list-style-type: none"> Acknowledge and encourage others who are doing the right thing Be positive and make the best of every situation Be the best you can be in everything you do 										
<p>Learners</p>	<ul style="list-style-type: none"> Learn how to solve problems appropriately Learn to be a good sport Learn to be tolerant of others 										

Strategies and practices to promote positive student behaviour

Awards System

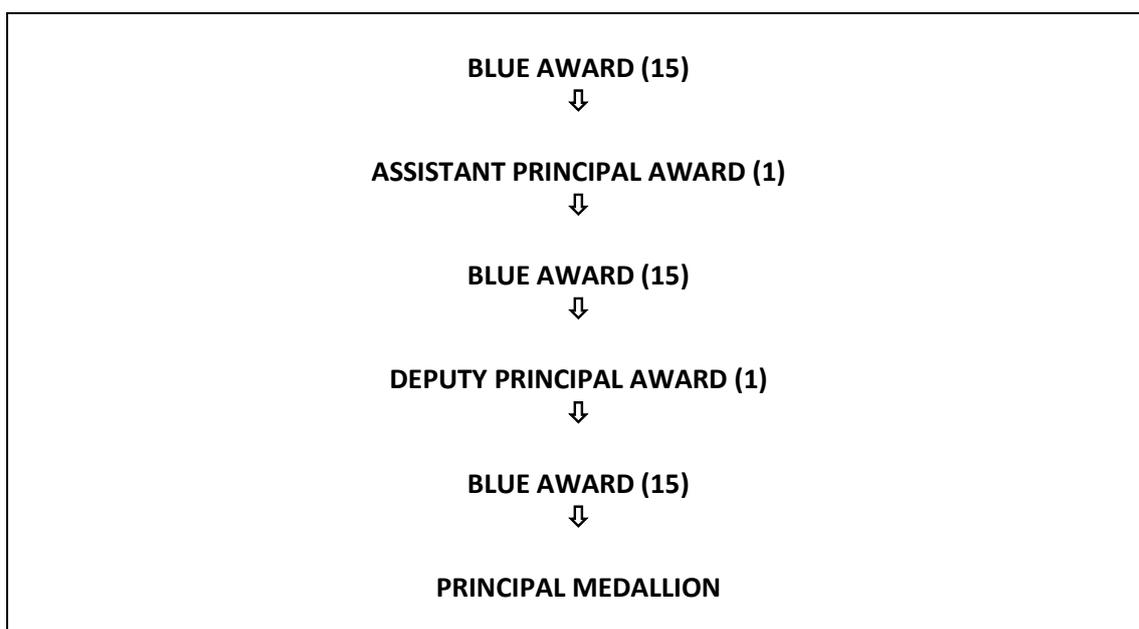
Students who display behaviour that exemplifies our school values will be recognised through a range of awards.

A **Blue Award** is issued to students for following our school rules or displaying behaviour that embodies the school's values. These awards can be given in the classroom, playground, assembly, bus lines or wherever appropriate. Each child is issued an Award booklet on enrolment in our school.

An **Assistant Principal Award** is issued when a child has received 15 Blue Awards. The child places their 15 Blue Awards in their Award booklet which they present to their class teacher who signs the front of the Blue Awards and issues an Assistant Principal Award. The award is presented by the Assistant Principal at the following Principal's Assembly.

A **Deputy Principal's Award** is issued when a child has received a further 15 Blue Awards. The child places their 15 Blue Awards in their Award booklet and presents it to their class teacher who signs the front of the Blue Awards and issues a Deputy Principal's Award. This is presented by the Deputy Principal at the following Principal's Assembly.

A **Principal's Medallion** is issued when a child has received a further 15 Blue Awards. The child presents their completed Award booklet to the class teacher who signs the front of the Blue Awards and issues a Principal's Medallion. An invitation is sent home for the child's parents to attend our next Principal's Assembly. This is presented by the Principal at the following Principal's Assembly.



GENERAL PRINCIPLES

- All staff members should be giving a maximum of 5 Blue Awards a day.
- It is the responsibility of the student to collect and maintain their awards in their Award booklet and present this to their class teacher when a new award needs to be issued.
- Assistant Principal Awards should be given to the appropriate Assistant Principal who will sign and date the award. They will also enter the data onto the database and ensure that the award gets passed onto the Deputy Principal.
- Deputy Principal Awards should be given to the Deputy Principal who will sign and date the award and enter the data onto the database.
- Principal Awards should be given to the Principal who will sign and date the award and enter the data onto the database. The awards will get passed onto the Deputy Principal.
- The Deputy Principal will collect all awards and organise them for distribution at the Principal's assembly.
- At the commencement of each term, staff members will be issued with their Blue Awards for the term. Classes may receive different numbers for the term due to class size, number of students presenting for awards and other factors.



CAUGHT YOU BEING GOOD PROGRAM

The school Positive Behaviour for Learning committee have instigated a caught you being good program in the playground. Supervising playground teachers can issue as many CYBG slips to students throughout their duty. These students will be demonstrating expected non classroom behaviours. Students write their names and class on the slips and place them in the yellow letterbox near the canteen. On a Wednesday morning whole school assembly a draw of four names will occur with each of these students receiving a reward from the canteen. Their names are published in the school newsletter going home that day.



Quakers Hill Public School

**Caught You
Being Good**



WE ARE:

SAFE—RESPONSIBLE—PROUD—LEARNERS

Name _____

Class _____

Nine Core Values

The DEC's nine core values are an integral part of the school's pastoral care policy. Each month one of the nine core values becomes the focus for the month's discussion. The core value is placed in the school's newsletter and families are encouraged to discuss the core value for that month.

At the end of the month, one blue award per class is awarded to a student who has demonstrated the core value for the month. These are presented at a Stage Assembly.



The logo for Quakers Hill Public School is circular, featuring a tree, a sun, and a building, with the text 'QUAKERS HILL PUBLIC SCHOOL' and 'INNOVATION-EXCELLENCE-SUCCESS' around the perimeter. The banner below the logo reads 'QUAKERS HILL PUBLIC SCHOOL' and 'innovation-excellence-success'.

Month	Value
February	RESPECT Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views..
March	RESPONSIBILITY Being accountable for your individual and community's actions towards yourself, others and the environment.
April	CARE Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.
May	EXCELLENCE Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
June	FAIRNESS Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
July	PARTICIPATION Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
August	INTEGRITY Being consistently honest and trustworthy.
September	COOPERATION Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
October	DEMOCRACY Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.
November	INTEGRITY Being consistently honest and trustworthy.
December	EXCELLENCE Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

Positive Behaviours for Learning – PBL days

As part of the schools PBL initiative, all students who have demonstrated our school expectations and have not been placed on an orange or red level are provided with a PBL Day. These days are provided for students as a thank you. The days may include mufti days, structured activities and so on.

Strategies and practices to manage inappropriate student behaviour



All children are considered to start each school term in green. Green represents “go” and indicates that the child is working and behaving as students at Quakers Hill PS are expected.

All teachers will have their own strategies and practices in place for dealing with students who display inappropriate behaviour. Underpinning these strategies are the schools Positive Behaviours for Learning (PBL) strategies.

All classrooms embed the school’s PBL system into their classroom practice and management procedures. At the start of each school day all students, regardless of the previous days behaviour, commence the day on the class smiley face. Students then move up the schools behaviour steps as necessary.

Daily



Behaviour

Step 6		
Step 5		
Step 4		
Step 3		
Step 2		
Step 1		



Quakers Hill Public School

- **INNOVATION**
- **EXCELLENCE**
- **SUCCESS**



At Quakers Hill Public School we are:

- **Safe**
- **Responsible**
- **Proud**
- **Learners!**



Quakers Hill Public School

Red Card (Principal)

Orange Card (Assistant Principal)

Pink Card (Classroom Teacher)

Step 1: Verbal warning

Step 2: Name on board

Step 3: Step 2 in class (writing on wall under adult supervision)

Step 4: Out of classroom under adult supervision

Step 5: Out to the Assistant Principal

Step 6: Out to the Deputy Principal / Principal

Behaviour Steps

Classrooms and Non Classroom Settings

Teachers will have their classroom procedures documented in their teaching programs. All classrooms will have the negotiated class rules or expectations prominently on display. Orange and Red slips may be issued for classroom behaviours where appropriate. The class teacher will be responsible for the follow-up and consequences resulting from these slips. Slips issued for classroom misbehaviour will not result in a playground suspension.

All classrooms at Quakers Hill Public School use time-out procedures. All classrooms display time-out procedures and have a designated time out area. Each class has a time-out buddy class. Time-out is not a sanction and is not seen as behavioural modification program per se. The time-out procedure is a cooling down period to allow either student or teacher time to calm down and avoid rising conflict. It also allows the rest of the class to work in a safe and harmonious environment free of distraction. Time-out is a consequence reinforcing that unacceptable behaviour will not be tolerated and will result in the student's removal from the group.



Behaviour Cards

Pink/Orange/Red Cards

From time to time a child may receive a pink, orange, red or purple card which form part of the school's pastoral care policy. These cards perform specific roles and are an important means of communication between the school and the home.

A **Pink Card** is sent home when a "Time Out" session is given to a child who has not followed the school's expectations and have reached Step 4. The "Time Out" session is where a child reflects on the reason time out is required. They discuss or write what they have done and what they need to do to avoid the situation recurring. The emphasis is on behaviour modification and improvement through focusing on the rights and responsibilities of students and the school's expectations.

An **orange card** is sent home when a child has been placed on "Time Out" with the Assistant Principal. Orange Slips serve as communication between the school and home. A "Time Out" session is given to a child when they have not followed the school's expectations and have reached Step 5. The "Time Out" session is where a child reflects on the reason time out is required. They discuss or write what they have done and what they need to do to avoid the situation recurring. The emphasis is on behaviour modification and improvement through focusing on the rights and responsibilities of students and the school's expectations. Other consequences at this level may include; lunch time detention, restricted play/playground or behaviour modification plan.

A **red card** is sent home to indicate that a child has been placed on "Time Out" with the Deputy Principal/Principal. Red Slips serve as communication between the school and home. A "Time Out" session is given to a child when they have not followed the school's expectations and have reached Step 6. The "Time Out" session is where a child reflects on the reason time out is required. They discuss or write what they have done and what they need to do to avoid the situation recurring. The emphasis is on behaviour modification and improvement through focusing on the rights and responsibilities of students and the school's expectations. Other consequences may include; 2 day lunch time detention, restricted play/playground, behaviour modification plan, parent / teacher interview required, loss of privilege, formal letter of warning of suspension.

A **purple card** is sent home to indicate that a child's behaviour is of real concern. purple cards indicate that behaviour has escalated to a point which, if it continues, will lead to suspension and loss of school privileges. At all times, the school will work with a parent and child to put strategies in place so that the child's education continues to be the school's prime focus and so that appropriate behaviours are evident. Other consequences may include; 5 day lunch time detention, restricted play/playground, behaviour modification plan, parent / teacher interview required, loss of privilege (EG, loss of excursion, loss of camp, removal from PSSA, loss of representative rights, in school suspension, suspension.

We are extremely lucky at Quakers Hill Public School, where we have wonderfully behaved students who represent themselves and the school in a mature, altruistic manner. The issuing of these cards, at Quakers Hill is only done so when appropriate.