



Holy Trinity Primary School

Pastoral Care and Student Wellbeing School Based Procedures

Inspiring Connections...

- With Our God
- With Ourselves
- With Our Learning
- With Our World



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

RELATED DOCUMENTS

CE Behaviour Support Policy
CE Bullying and Harassment Policy
CE Student Suspension Notification Record Sheet

Holy Trinity [Behaviour Support Plan Template](#)

PURPOSE

The purpose of this document is to describe Holy Trinity Primary School's essential agreement and practices relating to the pastoral care and support of the students at our school.

CONTEXT

At Holy Trinity, we place an emphasis on the social and emotional wellbeing of our students. As an International Baccalaureate School, the themes and attributes fundamental to the IB Learner Profile and Approaches to Learning are connected to our curriculum and embedded in our school culture. This is also present in our whole school social and emotional scope and sequence which encourages and supports students to engage in emotional learning; identifying emotions, friendship skills, building empathy and self-awareness, emotion regulation, conflict resolution and mindfulness.

Our whole school social and emotional learning program uses parts of the Victorian Personal and Social Capabilities Curriculum. We have modified this curriculum to embed within our units of inquiry. Our whole school social and emotional learning program is visible in our value assemblies, our school newsletter and is a partnership program with our whole community school.

PHILOSOPHY

At Holy Trinity we believe that every student has the right to attend our school and feel safe and valued every day. Social and emotional learning is vital for students because it teaches them crucial life skills, including the ability to understand themselves, develop positive self-esteem, take responsibility for their actions, develop positive relationships and to foster more empathy for others within their community and the world around them.

ESSENTIAL AGREEMENT

The creation and implementation of our Essential Agreement in each class is to encourage and support behaviours that display a shared understanding of our whole school expectations. Essential agreements promote positive behaviours and reflect a philosophy that enables students to develop self-management skills.

RESPONSIBILITIES

Students agree to:

- behave in a way that is consistent with our essential agreements and whole school expectations
- support the provision of a safe learning environment for other students, physically and emotionally

Staff agree to:

- ensure that practice and language is consistent with our essential agreements and whole school expectations
- ensure learning is positive, engaging and inclusive

Parents/Carers agree to:

- understand school expectations concerning behaviour
- understand the school agreed practice on behaviour management
- support staff in the implementation of the agreed practice

AGREED PRACTICE GOALS

At Holy Trinity Primary School, we are committed to:

- promoting an atmosphere of mutual respect and support by establishing a network of Christian relationships among the students, staff, parents, clergy and the wider community
- actively promoting values and the importance of relationships, communication and intercultural understanding
- ensure that each member of the community accepts responsibility for the pastoral care and wellbeing of others
- respect the rights and freedoms of each individual
- respect confidentiality
- promote the positive school wide behaviours of students through the explicit teaching of Learner Profile and Approaches to Learning from the IB PYP Framework, Values from the CE Religious Education documents and Social and Emotional learning skills from our whole school program.

Holy Trinity will demonstrate this commitment through:

- explicit teaching of our whole school Social and Emotional Learning program
- innovative, differentiated, engaging access to curriculum
- physical environments which are safe, flexible and inclusive
- our buddy program/peer support
- student leadership program
- Wellbeing intervention programs

COMMUNICATION

- As per the agreed Behaviour Support Procedures (See flow chart) parents will be contacted for differing levels of behaviour. These behaviours will also be noted in COMPASS to ensure an accurate record is held for student behaviour concerns. The first point of contact is the classroom teacher and where necessary the Principal or delegate will contact and meet with the parents and student.

Whole School Social and Emotional Learning Program

Our whole social and emotional learning program aligns with our PYP framework. The program is linked to the approaches to learning elements: Self-management Skills, Social Skills and Communication Skills. The framework is set out in a learning continuum, providing opportunities for students from the ELC- Year 6 to learning key social and emotional skills. The program also has a partnership element and parents are engaged in shared communication and learning through our school newsletter and class seesaw accounts.

Wellbeing Programs

At Holy Trinity we place a strong emphasis on supporting the needs of all children. We have staff trained in the following programs and offer these programs each year.

Cool Kids Anxiety Program (Small group student intervention). The program teaches children aged 8-12 and their parents how to better manage the child's anxiety. The program is run onsite with the students in small groups. The program aims to teach children:

- about anxiety, fears and worries
- how to deal with worried thoughts
- about being confident around other people, including helpful ways to solve social/friendship problems
- how to cope with feelings like anxiety, or even anger and sadness.

Cool Little Kids Anxiety Program (Small group parent support). The program is for parents who have a child in the ELC-Year 2. It will be run onsite in 2022. The Program aims to improve young children's fear and anxiety about:

- Saying hello/goodbye
- Separating from parents (e.g. at preschool)
- Playing with unfamiliar people (e.g. playdates, parties)
- Trying new activities (e.g. swimming lessons)
- Going to sleep

Seasons for Growth: (Small group student intervention). This program is an innovative, evidence-based change, loss and grief education program for students in Kinder-Year 6. The program draws on the metaphor of the seasons to understand the experience of grief. It builds the knowledge and skills necessary to strengthen social and emotional wellbeing following significant loss by:

- Exploring the impact of change and loss
- Learning about effective ways to respond and adapt

The program is tailored to support students who have experience change such as:

- Loss of someone or something you love
- Parents and families separate
- Moving to a new place
- Impact of illness
- Family work-life changes

Suspension

Suspension of a student is a school matter but should not be used in the first instance of undesirable behaviour unless the principal judges that such behaviour could cause grave moral and/or physical harm to other persons. For more information regarding the system approach to

suspension, click on the “Behaviour Support Policy” tab on the link below
<https://cg.catholic.edu.au/parents/policies/>

AGREED PROCEDURES FOR BEHAVIOUR SUPPORT

Classroom

Staff Managed Issues

Some examples- speaking rudely to the teacher/students, refusal to undertake classroom tasks, disrupting classroom time or other people's learning, not following instructions/ directions, lying/ dishonesty, inappropriate words

Steps to follow:

Reminder



Warning

Refer to essential agreement



Classroom Time Out

Refer student to essential agreement



Nearby Classroom Time Out

Teacher to document the incident(s) on the behaviour reflection form (google drive). Student to complete behaviour reflection form at the next break (teacher to type response who for students who are unable to do this).

Year level coordinator to be notified. Parents to be contacted.



Year Level Coordinator or Leadership Team Member

To be informed straightaway if there is a serious behaviour incident or for ongoing behaviour



Serious Behaviour- Verbal abuse towards others - including swearing, intimidating other students, physical contact with intent to hurt - hitting/punching/- kicking, throwing of objects with intent to hurt, threatening students or teachers, repeatedly bullying or targeted behaviour at another student

Continued heightened behaviour in the classroom- Parents to be contacted for an interview, development of behaviour plan.

CE inclusion support to be contacted if required. CE Suspension policy to be applied if needed.

Playground

Staff Managed Issues

Some examples- speaking rudely to the teacher/students, hands-on, out of bounds or in unsafe places, not following instructions/directions, lying/ dishonesty, inappropriate words

Steps to follow:

Restorative Justice Questions

1. What happened
2. Who do you think was affected/hurt?
3. What needs to happen to make things right?
4. If the same situation happens again, how could you behave differently?
5. What support do you need? Who can you go to for support?



Apply Appropriate Action

Time out, walk and talk, community service.

Please make sure you inform the student's classroom teacher and let them know what happened and how you dealt with it. Classroom teacher to inform Year Level Coordinator if there is a pattern of behaviour forming on the playground.



Serious Behaviour Incident on the Playground- Steps to follow:

1. Calm the situation and separate/move student(s) to a safe place away from other students
2. Inform one of the other teachers on duty and ask them to find a leadership team member (if possible the leadership team member supporting the grade level for behaviour incidents)
3. The leadership team member will take the class of the teacher who witnessed the event/or was closest to the incident
4. The teacher documents the incident in the google drive folder. If you did not see the incident, source trusted students who did witness the incident and write up the report. This can be done in an executive office or boardroom.
5. The leadership team member will take over and inform parents of the incident. The leadership team member will also check in with the teacher who reported the incident.



Serious Behaviour- Verbal abuse towards others - including swearing, intimidating other students, physical contact with intent to hurt - hitting/punching/- kicking, throwing of objects with intent to hurt, threatening students, teachers or instructors, repeatedly bullying or targeted behaviour at another student, serious out-of-bounds breach

Continued heightened behaviour on the playground- Parents to be contacted for an interview, development of behaviour plan.

CE inclusion support to be contacted if required. CE Suspension policy to be applied if needed.

POLICY DATES			
Formulated		Adopted	
Implemented	2022	Reviewed	2023
Next Review Due	2024		
Policy Authorisation Principal	Philippa Brearley		
Signature			