Junior School
Pastoral Care & Behaviour Management

Whitsunday Anglican School
The School Motto, *Spiritus Scientiae* is taken from (1 Corinthians Chapter 12). Saint Paul regarded the *Spirit of Knowledge* as one of God's gifts to His people and, as such, this motto seemed eminently in keeping with the School's objective of imparting knowledge to its students through the auspices of the Holy Spirit.

**SCHOOL MISSION STATEMENT**

Within a framework of Christian values provide the challenging and supportive learning experience that achieves the best outcome for the individual. The School offers an education that caters to the individual needs of its students and proudly promotes Christian values. To ensure the development of each student, emphasis is given:

- discipline that is firm but fair;
- to respect and be responsible for oneself and for each other;
- to participate in co-curricular activities and service;

The combined intention of which is the development of a commitment towards responsible citizenship.

There is a strong tradition of co-operation and friendship between parents and staff in the School. The process of education is a combined operation, with School and home each playing an important part. The School expects to contribute to the full intellectual, physical, social, aesthetic, moral and spiritual development of each student.
Pastoral Care
We believe that happy boys and girls learn best. Consequently, we strive to create a community where students, parents and staff feel safe, valued, connected and have a strong sense of belonging.

Pastoral Care at the Junior School is seen as a triangular partnership between students, parents and staff. Our Staff should therefore seek to know the students in their care – their strengths, their weaknesses and their needs: the 4th ‘R’ of ‘relationships’. Within the Junior School the Pastoral Care Program will be based on the class units. Every effort will also be made to provide opportunity for identification with Houses. Junior School students attend House Assemblies whenever appropriate. Classroom Teachers are integral to the pastoral care program.

The Pastoral Care Framework is integral to the Junior School ‘culture’. Aspects of each section of the Framework are interwoven so that a range of skills and concepts are reinforced. This program framework is supported by a number of external performances (e.g. Qld Arts Council, School Performance Tours) and activities (e.g. Harmony Day, Jump Rope For Heart), exploring topics of friendship, bullying, human body, healthy lifestyle choices.

The Junior School Pastoral Framework is bound by the School’s Core Values of Christianity, Tolerance, Excellence, Dignity, Trust that are used by the Junior School teachers to explicitly teach the students about values, respect, relationships and resilience. This is firstly and foremost a proactive framework that allows us to work with social and academic issues that may arise within the Junior School. Underpinning this is the You Can Do It! Education (YCDI!) program that provides the Junior School with an explicitly taught framework around foundations for achievement, and social and emotional well-being. Our central value is the development of the potential of all students – academically, intellectually, socially, and emotionally – through instilling in our students the five Foundations of:

Confidence, Organisation, Cooperation/Getting Along, Persistence and Resilience

The Junior School has an ongoing commitment to guiding the students’ behaviour towards appropriate and acceptable social outcomes; an agreed upon and common approach used by the students reinforces, empowers and encourages them to feel comfortable in taking a stance against bullying, and develops the resilience to continue to be problem solvers not problem makers. There are booklets available to families outlining the Junior School’s stance on bullying and behaviour management: Anti-Bully Procedures plus Behaviour Management Procedures.

Year Four Leadership program
In 2010 the Better Buddies program (Alannah & Madeline Foundation) was included within the Year Four Leadership program. In training with this program the Year Four students will gain insight into a range of social and support skills; conflict resolution strategies, care, valuing differences, respect, values. The students ‘buddy up’ with a Preparatory Year Buddy developing an extra sense of meaning and purpose whilst the younger students not only develop a strong, caring connection with an older buddy but are also assisted in their ‘pastoral’ learning. The Year Fours also experience leadership roles through leading Junior School Chapel Services and assemblies.

Service in the Junior School
Service, in our Junior School context, has always been a fairly low key and limited affair. We have our traditional ‘service’ and ‘giving’ activities of support towards AngliCare, Mackay Animal Rescue (MARS), the Cancer Council, School Service Learning Days, ChildFund Australia and World Vision Fund. Our students and Junior School community have always responded appropriately to any other causes that may arise in our local community, intra-State, nationally and internationally.

**Behaviour Management**

At the Whitsunday Anglican School behaviour management plays an important role in the development of the whole child. Consistent and effective discipline practices help to promote positive behaviours towards learning, friendships and a cooperative school community.

The Junior School seeks to live as a Christian Community. We aim to provide a safe, secure and caring environment in which all students are encouraged to strive to achieve their potential.

Developing this ethos depends on the quality of student, staff and parent relationships and the active support of all members of the school community.

Such relationships thrive where there is mutual respect and when the opinions of others are acknowledged. This empowers students and elicits responsible behavioural choices and the acceptance of consequences for these choices.

At the beginning of each year, class teachers and students work collaboratively in classrooms to develop a shared understanding of what constitutes acceptable behaviour in these contexts. The students, staff and parents are made aware of the Junior School’s Rights, Rules and Responsibilities. These are discussed in class and at staff meetings, displayed in classrooms and recorded in newsletters. Understandings are clearly displayed in classrooms and are referred to on an ongoing basis.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Each person has the right to:</td>
<td>Each person has the responsibility to:</td>
</tr>
<tr>
<td>• learn</td>
<td>• learn</td>
</tr>
<tr>
<td>• feel safe</td>
<td>• try to do their best</td>
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<tr>
<td>• be heard</td>
<td>• follow the school rules</td>
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<tr>
<td>• be happy</td>
<td>• care for the environment</td>
</tr>
<tr>
<td>• be respected</td>
<td>• help create a happy, safe environment</td>
</tr>
<tr>
<td>• be valued</td>
<td>• be respectful of the rights of others</td>
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<tr>
<td>• be included</td>
<td>• be inclusive</td>
</tr>
<tr>
<td>• contribute</td>
<td>• be supportive of others</td>
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<tr>
<td></td>
<td>• act fairly</td>
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<td></td>
<td>• use common sense</td>
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Teachers have the responsibility for the social and behavioural development of students in their care and should meet with the Head of Junior School or Assistant Head of Junior School should problems arise.

Playground Rules (discussed in class)
- Stop, Listen, Heed
- Use kind words
- Include others
- Know the rules and expectations of the games
- Play safely
- Wear your hat for all outside play
- Keep our school tidy

We believe:
- All people including students have the inalienable right to be treated with dignity and respect
- In social respect through manners, courtesy, kindness, personal pride
- That change in behaviour can be achieved through restorative practices which include the principles of inclusivity, flexibility, problem solving, empowerment of students, parents and teachers, forward looking and optimism
- The way we communicate with others (speak, listen, body language) indicates our attitudes and beliefs
- Everyone can learn by their mistakes, especially when given an opportunity to reflect
- Everyone learns in different ways, and take differing amounts of time and practice to learn new skills
- Everyone can work to the best of their ability when they feel safe and valued
- Everyone has the right to their own property and their rights of ownership should be respected
- Everyone is responsible for their own actions
- Parents are the primary educators and share a joint responsibility in the development of behaviour in their child/children
- It is essential that all members of our Junior School community are actively supportive and consistent in their approach to whole school behaviour management
- In the School’s Core Values.

Therefore we will:
- Value and treat individuals with respect, regardless of race, gender ability, cultural background and economic circumstances
- Ensure that students are taught explicit social and emotional skills that reflect the level of respect we have for ourselves and others
- Identify inappropriate and unacceptable behaviour in the classroom and School yard
- Help students to have an understanding of appropriate behaviour in the classroom by:
  ~ Displaying appropriate and acceptable behaviours in the classrooms
  ~ Teaching explicit social skills
~ Revisiting the display of appropriate and acceptable classroom behaviours at regular intervals throughout the year

• Continue to investigate, identify and implement a variety of behaviour management strategies and techniques which cater for the specific needs of individuals within the Junior School i.e. Traffic Lights, Reflective Time Out, Reflective Cycle all focussing on the You Can Do It! Foundations

• Develop Social Stories, with identified students, that would include clear rules and consequences for appropriate and inappropriate behaviour

• Develop Individual Behaviour Plans (IBP) or a Student Intervention Action Plan (SIAP) for identified students that would include clear rules and consequences for inappropriate behaviour including suspension and expulsion

• Inform parents of the school policy and the management of inappropriate behaviour.

• Build positive and mutually respectful relationships between teachers/staff and parents through channels of open communication

• Ensure that opportunities are provided for parents to develop their knowledge and skills in behaviour management.

The School’s attitude to behaviour management is that it should be self-regulatory, i.e. students should assume responsibility for all aspects of their own behaviour, including academic pursuits. In the Junior School we are supporting our students in proactive and reactive ways to develop acceptance and responsibility for their actions. Where student behaviour management beyond the classroom becomes necessary, students are referred to the Assistant Head of Junior School. Repeated misdemeanours or major breaches of discipline are referred to Head of Junior School and the Principal.

The Junior School has a behaviour management structure (inclusive of parents and students) that functions through:

• Class Teachers/Specialist Teachers

• Junior School House Teacher-In-Charge

• Chaplain

• Assistant Head of the Junior School

• Head of the Junior School

• Principal
Five Core Values lead the School’s Anglican Ethos.

1. **CHRISTIANITY (through Social Responsibility)**
   – characterised by faith in God, forgiveness, reconciliation, developing a sense of mission/purpose through service to, and compassion and care for others;

2. **TOLERANCE (through Respect)**
   – characterised by openness to a broad range of ideas and concepts, accommodation of multicultural and faiths, and inclusivity of a wide range of backgrounds;

3. **EXCELLENCE (through Effort)**
   – characterised by the pursuit of optimum outcomes for students in their intellectual, social and artistic endeavours and underlined by our explicit strategies to assist students develop the habits of self-belief, persistence and resilience;

4. **DIGNITY (through Tradition)**
   – characterised by our expectations for a conservative approach to worship, dress, appearance, manners, language, social discourse, rituals and symbols;

5. **TRUST (through Co-operation)**
   – characterised by consideration of the needs of the group before the needs of the individual, expressed through collaboration, teamwork, honesty and consistency.
LEARNING through LOVE

LIVING by FAITH

LEADING with SERVICE

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