PASTORAL CARE POLICY
“…where Christ’s teachings are learned and lived”

Related Policies
CEO Length of School Day Policy
CEO Suspension of Students Policy

Purpose
This policy sets out the requirements for pastoral care of students and the procedures to be followed in the delivery of pastoral care.

Mission Statement
Our Community at Mount Carmel School Yass believes that its mission is to encourage individuals to achieve their personal best in a meeting place where Christ’s teachings are learned and lived.

Policy
At Mount Carmel we aim to develop a warm personalised atmosphere for each student to learn and grow within an environment of Catholic Values. We base our Pastoral Care and discipline upon the teachings of Christ and his request that we “Love one another as I have loved you.” Our school encourages students to develop Catholic values and virtues including being friendly, honest, courteous and considerate of others. We endeavour to promote student growth by personal responsibility. Our students are encouraged to be sensitive to the needs and rights of others. We believe that discipline is a learning process where a student code of behaviour will enable individuals to develop a sense of responsibility for their own actions and decisions and a caring attitude towards others. These general rules of the school are based on the premise that as a learning community all teachers, parents, staff and students have the right to:
- Feel safe
- Learn and
- Be respected

Mount Carmel School is in Yass which is a small rural community on the South Western Slopes of New South Wales with a population close to 10,000.
The original inhabitants are the Ngunnawal people. Currently 1.9% of the population identify themselves as being of Indigenous origin.

**What Pastoral Care is**

Pastoral Care can be described as:

- The expression of the members of the school community in caring for one another to bring about wellbeing
- The integration of the Academic, Social and Spiritual dimensions of a school’s curriculum so that an atmosphere of care pervades the whole culture of the school.
- Directing the energies of the school towards the development of student’s wholeness
- Facilitating learning within an environment of care
- Seeking to fulfil the school mission statement that Mt Carmel School is a meeting place where ‘Christ’s teaching is learned and lived’
- Acknowledging that we are called to be people who nurture and value good relationships

Pastoral care is not:

- Something extra added to the school curriculum
- Teaching a series of specific topics on personal development
- A role specifically assigned to particular personnel
- An activity separate from teaching and learning

At Mt Carmel School, Pastoral Care is expressed through our:

- Whole school approach to Behaviour Management
- Dealing with misbehaviour
- Playground behaviours and consequences
- Positive Management Strategies
- Secondary Standards Policy
- Anti Bullying Policy
- Recognising Achievements
- Leadership Opportunities
- House System
- Seasons for Growth programme
- Critical Response and Grief Management Plan
- Child Protection Procedures

**Whole School Approach to Behaviour Management**

**GOOD DISCIPLINE: COMMON SENSE ADVICE TO TEACHERS**

**Recognising Achievements**

A formal Merit Certificate system that is classroom teacher based operates at Mt Carmel School. The aim is to comprehensively recognise all of the good and positive achievements, results and attitudes that take place each school day that are deemed worthy of recognition by the staff. These achievements, results and attitudes are recognised through the issuing of merit certificates and stamping diaries with a merit stamp. A feature of this system is that it allows all staff immediate access to
awarding students across K-10 a certificate when they deem it appropriate. When the students receive six (6) merit certificates or merit stamps they receive a Coordinator’s Certificate. When students accumulate three (3) Coordinator’s Certificates students receive a Principal’s Award. Achievements are recognised formally at Primary and Secondary Assemblies, in the School Newsletter and at the Presentation Evening.

Knowledge of students:
• Know the names of all students
• Develop knowledge of their interests, their background
• Look for informal opportunities to communicate outside the classroom
• One of the best ways to get to know students is through coaching or involvement in some other co-curricular activity

Lesson preparation:
• Always plan the lesson fully
• Build in variety of activities into each lesson
• Ensure that lessons are pitched at a variety of learning styles
• It is a good idea to plan written work at the beginning of the lesson
• Set realistic, achievable goals for the students
• Have activities ready for those who finish early
• Have an evaluation built into your teaching programs
• Ensure quality homework is given each evening

Conduct of the lesson:
• Punctuality is paramount. If possible, be there before the students, so as too greet them as they come in to the room
• Students prefer, enjoy and respect teachers with good classroom management skills. They want teachers who are firm, assertive, friendly and set clear limits of acceptable behaviour
• Have a formal start to the lesson: students stand, greeting/prayer, students sit when directed
• Develop set habits and class routines
• Start and finish the lesson with a clean board
• Do not commence while the room is messy or furniture is not arranged
• Ensure students are properly attired before starting
• The first five minutes of the lesson set the tone, so this time should be formal and structured
• Instructions should be simple, clear and definitive
• Ensure that students are attentive when instructions are given
• A student should raise their hand to ask or answer a question
• Make a seating plan for your first lesson; e.g. sit students in alphabetical order: require students always to sit in the same place, towards the front of the room.
• Split up disruptive combinations of students
• Students should require permission to leave their places
• Your board/overhead work should be structured and legible
• Model what you want from the students: respect, attentiveness, calmness, diligence, interest in the work
• Be firm, fair and consistent. Students respect teachers who are authoritative and competent. Build rapport and class spirit from well planned and well-structured lessons.
• Plan to conclude your lesson approximately five minutes before the bell. This gives time to set homework, tidy the classroom, clean the board, etc
• The bell is an indication to you, not the class that the lesson is over
• Dismiss students at the end of the lesson

What an effective teacher avoids:
• Shouting; speaking over the top of noise
• Sarcasm; comments which embarrass, humiliate, or put the student down
• ‘Nagging’ - usually counterproductive with boys
• Taking on a student in front of the class, thus putting your authority at the risk of public challenge
• Having students congregate at the front desk
• Teaching while sitting behind a desk
• Detaining a whole class
• Engaging in ‘Power Plays’ with students

Dealing with Misbehaviour:
• It is the teacher most immediately concerned who should discipline the student. A classroom problem should be normally dealt with by the classroom teacher. Other avenues should be seen as complementary, not as replacements.
• In challenging or confrontational situations remain calm, wait and think.
• Action should best take place "on the spot".
• Discipline should always be fair, firm and friendly.
• The punishment should fit the crime, eg extra work for homework not done; payment for damaged or stolen goods etc.
• Teachers should frequently look for ways to acknowledge and reward good conduct, attitude and work habits - possibly many times each lesson. These should heavily outweigh actions taken to deal with misbehaviour.
• Students are not to be sent to the Assistant Principal or Pastoral Care Coordinator during a lesson or for classroom misdemeanours.
• If a student needs to be excluded from class it should only be for a short time (maximum 10 minutes).

Positive management suggestions for in-class misbehaviour:
• Non-verbal cues: eye contact, gesture, clicking fingers.
• Judicious use of silence, pausing.
• Simple mention of student's name.
• Strong reprimand after class.
• Setting additional work, to be handed in the next day.
• Community Service: Jobs in second part of lunch, or after school.
• Change of seating position in class.
• Use of contracts.
Temporarily remove student from class.
Contact Homeroom teacher, Pastoral Care Co-ordinator, and/or parents after class.
Involve the Homeroom teacher, Stage Co-ordinator and/or Pastoral Care Coordinator in solving the problem.
Seek advice from colleagues or members of the leadership team on the classroom management techniques.

**Playground Management Rationale**
Mount Carmel School’s Supervision Policy and Procedures reflects the Catholic Education Office’s statement that “teachers have a legal responsibility to put in to practice those procedures calculated to prevent physical harm befalling their students”. Teachers at Mount Carmel “owe their students a duty of care…which is a legal responsibility and cannot be renounced”.

In addition, within the teacher’s legal responsibility of duty of care, we believe in “creating a happy, safe, caring and just environment, that encourages personal freedom and responsibility for all” (School Mission Statement). Students are encouraged to see Christ in others through their actions and deed. In the spirit of providing duty of care and providing a safe environment, the professional teaching staff of Mount Carmel School will provide effective out-of-classroom supervision of students.

**Playground Behaviours and Consequences**

<table>
<thead>
<tr>
<th>Playground Behaviours Consequence</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>Breaking Hands Off</td>
<td>Sat off playground and PCC advised</td>
</tr>
<tr>
<td>Running on asphalt</td>
<td>Sat out for five minutes</td>
</tr>
<tr>
<td>Playing tackle football</td>
<td>Sent off grass to asphalt</td>
</tr>
<tr>
<td>Swearing/Verbal aggression at a Teacher</td>
<td>Parents informed; in school-suspension; sent to SWC; apology to Teacher in writing and verbally in company of member of leadership team.</td>
</tr>
<tr>
<td>Out of Bounds: leaving ground without permission</td>
<td>Student will be sent back to appropriate area;</td>
</tr>
<tr>
<td>Leaving school grounds without Permission</td>
<td>Appropriate penalty could be one of the following consequences: Behaviour management report; contact parents; suspension; detention; dependent on behaviour</td>
</tr>
<tr>
<td>Bullying</td>
<td>Sent immediately to PCC; informs the class/homeroom teacher; Parents are</td>
</tr>
</tbody>
</table>
Contacted

Kicking footballs on asphalt; throwing balls at other students
Removal of football/ball from student. To be returned at the end of the day.

Property out of bounds (i.e. on private land)
Property is not to be retrieved by student; will be retrieved by a teacher at a later time. If property goes onto common land, student may retrieve property with permission of duty teacher.

Smoking
Parents and place of purchase informed; Quit for life program; in-school suspension; Police will be informed of vendor.

Student Littering
Student cleans an appropriate area

Physical fighting
Sent immediately to PCC, if cannot be found sent to the front office. Off playground for one day and parents contacted.

Positive management suggestions for out-of-class misbehaviour:
All staff have a responsibility to insist that students meet Mt Carmel School expectations at all times. To ignore a problem is to condone it. Staff should always take action where uniform is being worn incorrectly, students are in the wrong place, other school rules are being broken etc.

- Simple signal or gesture to cease inappropriate behaviour.
- Short verbal reprimand.
- Direct the student to pick up papers.
- Direct the student to clean a particular area.
- Confine the student to a particular place.
- Put the student on a teacher’s detention.
- If a group of students is playing a game then stop the game until your directions have been followed.
- With serious and/or persistent misbehaviour, the student should be referred on to the Pastoral Care Co-ordinator. It should be recognised that a student's actions may be the result of personal difficulties or specific learning problems, be familiar with individual Action Plans for particular students.
- Teachers commence their designated playground duties on time.
- Teachers move constantly and vigilantly around their duty area.
- Teachers end their respective playground duties with the hand-over of students to the replacement teaching staff.
- Teachers are to direct visitors to the school to the school office.
• Playground supervision is provided before school (8.30am-9.10am), at morning recess (10.50am-11.10am), at lunchtime (K-6: 12.50pm-1.40pm; and 7-10: 12.50pm-1.25pm) and at bus lines (3.15pm-approx. 3.40pm)

Serious misbehaviour which should always be taken to the Pastoral Care Coordinator:
• Rudeness to teachers
• Fighting
• Bullying
• Truancy
• Vandalism / graffiti
• Repeated in-class misbehaviour
• Stealing

Serious misbehaviour which should be taken directly to the Assistant Principal/Principal:
• Smoking, drinking
• Any involvement with drug usage or trafficking
• Group misconduct at school
• Group misconduct on buses or in public

Flow Chart Summary of Student Support.
Teachers are primarily responsible for their own classroom discipline. The pastoral care policy outlines a number of options for addressing student misbehaviour. This chart displays three levels of misbehaviour and their respective responses. Most student misbehaviour will be dealt with at Level 1.

Level 1 Teacher Stage
Examples are: Responses can be: Co-ordinator
Examples are: Simple response options Responses can be:
In-class misbehaviour (see document)
Counselling
Talking
Extra homework Parents contacted
Missed homework Note in diary
Not working on task Daily Monitoring
Incomplete stamp Detention
Phone home
Out of class Inform homeroom teacher
Detention
Breaking hands off Consult: PC, Coordinator, AP
Incorrect language
Littering

Level 2 Pastoral Care
Examples are: Co-ordinator
Persistent and/or Referrals should be via serious misbehaviour the Student Support
Rudeness Form (see appendix 3
INCLUSION POLICY
This policy outlines the purpose and practices of Mount Carmel School in the inclusion of students with disabilities. The Mount Carmel School Inclusion Policy acknowledges the guiding principles stated in:

- The United Nations’ declaration of the Rights of the Child which states that “The child shall be given an education which will promote his/her general culture and enable him/her, on the basis of equal opportunity, to develop his/her abilities, his/her individual judgement, and his/her sense of moral and social responsibility and the become a useful member of society.”
- The Commonwealth of Australia Disability Discrimination Act, 1992
- The Mount Carmel Mission Statement.

Definition of a Student with a Disability
A student with a disability is defined as one having sensory, physical, psychological or intellectual impairment, which causes significant loss or reduction of the ability to participate in a regular educational program. The fundamental principle of the inclusive school is that all children should learn together, wherever possible,
regardless of any differences they may have. Inclusive schools must recognise and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnership with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.

_Salamanca Statement 1997_

**Language**

Our use of language when talking about disability will be as follows:

- When we are referring to a disability we will talk about a **person with a disability** or a **person who has a disability** rather than a disabled person.
- When comparing people with and without disabilities we will use the description “children with learning disabilities compared to children without learning disabilities.”
- When talking about disability we should not conclude that a person necessarily “suffers” because of a disability.
- We will not refer to a person’s disability unless the disability is relevant to the topic being discussed.

We will use the following language when talking about disability:

**Use of language when talking about disability**

Avoid expressions such as:  
- the cerebral palsied
- the deaf
- down syndrome children
- epileptics
- the handicapped
- the disabled
- a blind man
- mental retardation
- the retarded
- he is crippled
- he suffers from spina bifida
- she is wheelchair bound
- he had a fit when I told him
- my deaf sister
- spina bifida people and normal people

Use expressions such as:
- people with cerebral palsy
- people who are deaf
- children with down syndrome
- people with epilepsy
- people with disabilities
- a man who is blind
- intellectual disability
- people with intellectual disability
- he has a physical disability
- he has spina bifida
- she uses a wheelchair
- he was angry when I told him
- my sister
- people with and without spina bifida

The following strategies may assist the school staff in implementing the Inclusion policy:

- Religious Education lessons and literature are opportunities to assist students to understand particular aspects of a disability and how they can best support a student with a disability.
- When issues or concerns arise with regard to the student with a disability that cannot be dealt with in the normal manner, the first point of contact will be the Special Needs Co-ordinator who will then be responsible for liasing with the
appropriate person/persons (e.g. parents, classroom/subject teacher, Principal, Coordinator).

- Individual teachers may offer support to the teacher of the student with a disability by offering assistance with e.g. “time out”, a shared activity.
- Successful inclusion enables the student to participate in the same activity as his/her peers, with modification to the activity if necessary.
- “Mascotting” the student does not support the principles of inclusion.

**Understanding Special Needs Students Social Skills and Emotional Development**

The student with a disability may have delays in their social development. Often attempts at social interaction are misinterpreted as aggressive/wilful behaviour. It is essential that careful observation and analysis of the social skills of the student occurs to ensure specific teaching of skills is implemented alongside a behaviour plan. The following social interaction skills will often need specific intervention. It is often expected that a student will begin school with most of these skills developing/developed. The student with a disability may be at a different developmental level socially/emotionally than their peers. This will need to be considered when interpreting the social/emotional behaviour of the student. Students will often have difficulties in the following areas:

- recognising and expressing feelings appropriately
- identifying personal warning signs
- body awareness and personal space
- self esteem
- rights and responsibilities
- problems solving/conflict resolution
- basic assertiveness
- keeping safe
- friendships/relationships

Students displaying the following behaviours will need intervention:

- excessive ‘self talk’
- inappropriate role playing
- aggressive behaviour
- self stimulatory behaviour
- avoidance strategies
- absconding
- inordinate time spent alone
- aimless wandering
- overt attention seeking

**Secondary Standards Policy**

In order to enhance the school’s endeavour to maintain high standards in work ethic and uniform compliance the Secondary Standards Policy was trialled and established in 2005. An ‘Incomplete’ stamp will be placed in a student’s diary when the following expectations have not been satisfactorily met and a reasonable explanation has not been forthcoming:

- Completion of homework by the due date
- Submission of assignments/projects by the due date
• Acceptable work ethic displayed in the classroom
• Wearing of the school uniform correctly (infractions may include shirts untucked repeatedly, incorrect footwear, inappropriate makeup and jewellery, non-school hats)
• Parent and/or guardians signing their child’s diary over the weekend

Often there are many valid reasons as to why a student may be unable to comply with the above expectations. Should these occur, they will be required to have a note from their parent/guardian outlining the reason and an ‘Incomplete’ will not be given.

Each week the Pastoral Care Coordinator, will check with each Homeroom Teacher to monitor who is receiving ‘Incompletes’ and determine the final outcome. This may mean that if a student receives 3 or more ‘Incompletes’ within a week he/she will be required to attend a Monday Afternoon Detention from 3.30pm to 4.30pm. As the school requires parents to check and sign their child’s diary on a weekly basis, parents will note if an ‘Incomplete’ has been given or not. Teachers will warn students when an ‘Incomplete’ will be given prior to stamping their diary. At all times teachers will explain why an ‘Incomplete’ is given. If a student receives 3 or more ‘Incompletes’ within a week he/she may be required to attend a Monday Afternoon Detention. A letter will be generated in this instance and be mailed out to the student’s home address. We will endeavour to give parents at least 1 week notice of when the detention needs to be served. We ask parents to return the consent slip attached to the letter. The letter will detail the date of the Detention and the 3 or more reasons for the ‘Incompletes’.

A letter proforma is attached below.

Dear (name of parent/guardian)

Re: Notification of Monday Afternoon Detention

This letter is to inform you that (child’s first name) has been given three ‘Incompletes’ within the Week beginning (date). The details of these ‘Incompletes’ are listed below;

Date Reason for Incomplete Teacher
(child’s first name) is now required to attend a Monday Afternoon Detention on (Date of Detention) from 3.30 – 5.00pm in the Computer Lab.

We hope that (Child’s first name) acknowledges that this action is necessary and that, in the future, more appropriate choices are made to avoid similar consequences. Our purpose in implementing this sanction is to support our students in their studies by underpinning fair and reasonable expectations with appropriate consequences.

Please complete the Consent Form below and return to the school by Friday (date – before the Monday)

Thank you for your support
Yours Sincerely
Diarmuid O’Riordan
Principal
Consent Form: Monday Afternoon Detention
I __________________________________ (name of parent) give permission for my child ______________________________ (name of child) to attend Monday Afternoon Detention on (date). Parent’s Signature: __________________________________________________________ Date: ___ / ___ / 2006
Please return this Consent Form to the School Office by the Friday of the week before the Monday Detention.

ANTI BULLYING POLICY
Definition of Bullying
According to the Australian Researcher, Ken Rigby (1996), bullying can be defined as “repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons.” Other definitions of bullying include:

“A repetitive attack causing distress not only at the time of the attack but also by the threat of future attacks. It involves an imbalance of power and by nature bullying may be verbal, physical, social or psychological.”

Mind Matters

“Bullying can be defined as the systematic abuse of power,”

Smith & Sharp

“A form of socially acceptable behaviour as in a highly competitive approach to academic, sporting or social success which, by intent, makes others feel inferior or cause distress.”

Besag

“Deliberate psychological, emotional and/or physical harassment of one student by another or a group occurring at school or in transit between school and home. Includes exclusion from peer group, intimidation, extortion and violence.”

Kids Helpline

“Bullying is when someone hurts or upsets someone else on purpose so that they feel unsafe.”

Peer Support Foundation

Purpose
Our Catholic ethos requires that all students, their families and employees within the Mount Carmel community have the right to a learning and work environment free from intimidation, humiliation and hurt. It is the responsibility of the school community to build a culture of love where Bullying is viewed counter productive to this endeavour.

Strategies to Prevent Bullying
• Moral education in the context of religious education, liturgies and assemblies where the value of the individual is affirmed and the importance of qualities
such as forgiveness, compassion, kindness, reconciliation, tolerance, respect and justice are encouraged.

- Across the curriculum values incorporating Mind Matters strategies into all Key Learning Areas.
- Recognition that bullying is a concern for all sectors of the school community.
- Education of staff regarding bullying.
- Teaching more positive ways of resolving conflict, such as working cooperatively within the classroom and the playground. Staff and students as role models, particularly those in leadership positions such as school captains, house captains and student representative council members.
- Provision of school counsellors or other support services.
- Provision of support for the parent/guardians through the school’s pastoral care structure.
- Restorative Practice strategies
- Informing all stakeholders – staff, students and parents.

Suggestions for Parents/Guardians
If their son/daughter is alleged to have been bullied or to have bullied another student:

- Parents/Guardians should reassure their child and encourage them to speak with a trusted member of staff.
- Parents/Guardians should discuss the school’s anti-bullying policy with their child
- Parents/Guardians should contact the school as soon as possible
- It is often counter productive for Parents/Guardians to contact the Parents/Guardians of other student/students involved.
- Parents/Guardians should understand that resolution of the situation may take time.
- Parents/Guardians should monitor their child’s progress.
- Parents/Guardians should encourage their son/daughter to speak openly with them and to look at positive strategies to deal with their feelings.

Anti-Bullying Procedures
The purpose of the following procedures is to provide a framework of reference for the school community where there are reasonable grounds to believe that a student is being bullied or is involved in bullying. Depending on the nature of the incident, the following steps may be taken in dealing with an allegation of bullying.

Notification and Information Gathering

School is notified of alleged bullying

The Alleged victim meets with Homeroom Teacher, Pastoral Care Coordinator, Assistant Principal or Principal. The anti-bullying policy is discussed with the student and reassurance is given that the matter will be investigated, strategies to be put in place to ease the situation for the alleged victim and appointment made to meet again in a few days.
Background information is collected from various sources and documented. It is made clear that any suggestion of retaliation by any party will be treated as harassment.

Parents/Guardians contacted at this stage is discretionary.

Consultation and Investigation
- The Alleged victim meets with Homeroom Teacher, Pastoral Care Coordinator, Assistant Principal or Principal as planned in above.
- If the situation has improved a follow up meeting is planned for ongoing monitoring of the situation.
- If the situation has not improved then the bully/bullies are interviewed by Homeroom Teacher, Pastoral Care Co-ordinator, Assistant Principal or Principal and parents / guardians from both side are contacted.
- The allegation and school's anti-bullying policy are discussed.
- Students are given the opportunity to respond to the allegation.
- Possible suggestions to deal with the situation are generated.
- Follow up appointments are made to see all the parties involved and it is made clear that any suggestion of retaliation by any parties will be treated as harassment
- Record of the meetings are kept by the Pastoral Care Co-ordinator.

Review
- Within a reasonable time frame, the situation is re-assessed.
- If the situation has settled or been resolved then appointments are made for follow up meetings if necessary.
- If the situation has not settled or has worsened then the matter is referred to the Principal. Students are required to meet with the Principal.
- Parents/guardians are kept informed.
- Records of the meetings are kept with the Pastoral Care Co-ordinator.

Further or Additional Review
- Students are interviewed as planned.
- If the situation has settled or been resolved then follow up appointments are made if necessary.
- If the situation has not settled or has worsened then the parents / guardians of the student/students are asked to come to the school for an interview with the Principal, Assistant Principal or Pastoral Care Coordinator.
- Sanctions may be implemented depending on the severity of the situations
- Strategies to be put in place to ease the situation for the alleged victim and an agreement reached with the other parties about how the parties will interact with each other.
- Review the situation within a reasonable time frame.
- Records of the meetings to be kept with the Pastoral Care Coordinator

Final Resolution
Student interviewed by Principal, Assistant Principal or Pastoral Care Coordinator. If the situation has settled or been resolved then all participants are affirmed
If the situation has not settled or has worsened the Principal is informed as well as the parents/guardians of the students and appropriate action is then discussed. Records of the meetings are kept by the Pastoral Care Coordinator.

**Sanctions**

After giving all students involved in a situation the opportunity to have their say and the balance of evidence suggests that an incidence of bullying has occurred any of the following sanctions may apply. Classroom and Homeroom teachers should also be informed to allow follow up at that level.

**Playground Duty**

At the discretion of the teacher who observed the incidence of bullying:

- Offending student/students can be asked to clean up certain areas of the playground during lunch and or recess under supervision.
- Offending students may be asked to undertake various tasks for staff during lunch and or recess.
- Offending student/students may be removed from the playground or have playground movement restricted.

**Detention**

At the discretion of the Principal, Assistant Principal or Pastoral Care Coordinator:

- Offending student/students may be given in school suspension or after school suspension where they will be required to complete a self evaluation form which gives them the opportunity to reflect on their behaviour.

**End Strategies**

Depending upon the circumstances, and at the discretion of the Principal, the Principal may recommend to the Director of the Catholic Education Office Canberra Goulburn Archdiocese for a student or students to be excluded from attending school. This action would be in accordance with the Catholic Education Office’s Exclusion Policy.

**Leadership Opportunities**

In 2002 the Mt Carmel School introduced a Peer Support program with the training of staff and trialling of students from Years 9 and 10 as Peer Support Leaders.

**Key concepts that make a Peer Support program valuable are:**

- A development of a sense of self
- Empowering individuals to be positive, proactive and resilient
- Enriching students sense of connectedness to the School
- Building in students a strong sense of possibility and belief that positive outcomes can be achieved engendering hope through building relationships
- Development of leadership skills and opportunities for participating students
- Providing an opportunity for role modelling and responsible behaviour.

The program was refined to involve Year 5 and 6 students being Peer Support Leaders. The School has now extended the Peer Support training program to all
students in Stage 3 in order to equip them for Student Leadership roles at Mt Carmel.

A student who has completed the training program will begin to be able to:

- Share knowledge, understanding and experiences of school
- Take action for self development
- Learn to solve problems cooperatively
- Understand how others feel and value their differing opinions
- Develop and contribute to support networks
- Identify positive outcomes in different situations
- Support others and be a positive role model

Following a training program interested students will be invited to nominate to be a Peer Support Leader.

Selection criteria will centre on a student’s ability to demonstrate:

- A positive sense of self
- Resourcefulness
- Positive and affirming relationship with peers
- A belief that positive outcomes are possible
- A commitment to the Peer Support concept
- Effective leadership skills

Students who do not wish to be Peer Support leaders will be offered an alternate leadership role as a Peer Mentor. During the time allocated to Peer Support these students will have the opportunity to engage with Infant and Primary students in programs such as Peer Tutoring programs to assist in Literacy and Numeracy.

The Student Representative Council
In order to extend leadership opportunities to the broader school community the SRC structure has been expanded to include:

- School Captains – one girl and one boy from Year 10.
- School Vice Captains – one girl and one boy from Year 6.
- House Captains – a student from Year 10 for the four houses.
- House Vice Captains – a boy or a girl from Year 9 for the four houses.
- House Representative – each class represented in Stages 3 and 4 will elect a student representative.

The students will have dual responsibilities as house leaders and student representative council responsibilities. The student representative responsibilities are carried through four portfolios, Liturgy/Social Justice, Culture, Communication and Environment. Each year the houses nominate a portfolio for which they will be responsible. Within classroom structures students are given opportunities for leadership through rosters for prayer leadership and other designated responsibilities.

House System
2006 marked the introduction of a new House System at Mt Carmel School. It provides a structure within the school which allows students greater participation and connection within the broader school community. It is a way of encouraging greater Pastoral Care at Mt Carmel.
The four houses have been named after peoples closely connected to Mt Carmel and also includes the Ngunnawal peoples totem, the platypus. The names are McAuley, Hartigan, Fielding and Mullangang.

**House Name Link to school**

**MCAULEY**
Named after Catherine McAuley (1778 – 1841) who founded the Sisters of Mercy in 1831 in Dublin Ireland. Mount Carmel Yass was set up by the Sisters of Mercy in 1876. Within fifty years of the founding of the Sisters of Mercy her order had reached the far corners of the globe. Catherine McAuley is remembered for her compassion towards others and her astute organisational skills.

**HARTIGAN**
Named after famous Australian Poet Patrick Joseph Hartigan (1878 – 1952) who wrote under the pseudonym John O’Brien. Patrick was born in Yass and was a former student of the Convent School in Yass. He was ordained a Roman Catholic priest in 1903 and was appointed inspector of Catholic schools in the Goulburn diocese in 1910. Fr Patrick Hartigan is remembered for his humorous literary insights and his kindliness towards others.

**FIELDING**
Named after Mother May Paul Fielding who was appointed by His Lordship Bishop Lanigan Superiress of Mt Carmel following its founding in 1876. Sister Fielding was one of four Sister’s of Mercy who travelled from Rochfort Bridge Ireland and arrived in Yass on 29th December, 1875. Sister Fielding was the Foundress of Mt Carmel and will be remembered as its first leader. Sr Fielding is remembered for her adventurous spirit and tremendous apostolic work.

**MULLUNGANG** Named after the Ngunnawal totem, the platypus. According to the Ngunnawal people the platypus is the ‘wisest of all animals’. As a House name, Mullungang, continues the strong relationship that Mt Carmel has with the Ngunnawal people. The Reconciliation Mural also depicts the platypus as a symbol of connection with the school. In selecting Mullungang as a House name students will be able to draw on the deep symbolism of the platypus as a unique and treasured Australian animal. While it is shy and often unseen it is heard in the streams and rivers of the Yass region.

This system aims to encourage a sense of belonging and continuity among school families and staff as well as loyalty and commitment to a particular group. The House system provides enhanced opportunities for:

- Expression of talents beyond sporting talents. Academic, cultural, spiritual and environmental avenues will be incorporated into gaining House recognition.
- Development of leadership roles. House Captains and Vice Captains will have dual House and Student Representative Council responsibilities on being elected to their position. Houses will then nominate a particular portfolio within the SRC structure that they will be responsible for fostering. The portfolios include Liturgy/Social Justice, Communication, Culture and Environment.
- Greater responsibility among staff through House patrons.
- Linking Mt Carmel School today with its rich history.
• Connectedness, as Houses will have fewer numbers than the past three House system.

Seasons for Growth
Under the Pastoral Care umbrella at Mount Carmel, students are offered the opportunity to participate in the Seasons for Growth program. This program is designed to support students who are experiencing grief in their lives which may be due to any one of a number of causes:
• Some children are exposed to the death of a close family member.
• Others are faced with the breakdown of a marriage or a family split.
• At times, students find they are challenged by relationships in their own lives and need support during the process of rebuilding their self esteem and confidence, and re-establishing themselves within their peer group.
• It is often necessary for adults to step in and assist children to understand their reactions and to help them grow as they deal with their particular issues

The program is based around the four seasons and the colours and emotions associated with the physical manifestations of each season:
• The colour of autumn is blue and we observe a shedding of the brightness and high activity of summer. Trees are losing their leaves and nature is preparing for the onslaught of winter.
• Winter is represented by purple and is associated with the coldest and most desolate of our emotions. A season which is one of bare branches, cold and grey days and often miserable weather.
• Spring is yellow and, of course, is associated with new life. It is a time to greet the birth of new feelings and emotions along with the new growth nature is displaying all around us.
• Summer exposes the new and stronger spirit within and is represented by the colour red.

The facilitators are trained at a number of workshops presented by experienced and talented people. The program is not a religious one. The training takes the participants through the whole program and is both challenging and rewarding. Parents are informed via the newsletter each time a Seasons for Growth program is about to start and a parent information session is offered by the school. A teacher acts as the coordinator and is the first point of contact for parents who wish to refer a child to the course. Once the students join Seasons for Growth they are assigned to a small peer group with whom they develop trust and an understanding of confidentiality. They are encouraged over the weeks to share feelings with the group and the facilitator as they move together along the journey. Each of the sessions follows a path set out in a resource manual and is enhanced by imaginative and inviting activities and props. The program is presented as we actually move through the four seasons and culminates with a summer celebration. The students are expected to create something each session which will assist in the deeper understanding of their own and each other’s emotions. Everything that occurs and is said during the sessions is completely confidential and the students acknowledge this vital element of the program.

Mount Carmel has found the Seasons for Growth journey to be tremendously successful and enthusiastically embraced by the students.
Critical Response and Grief Management Plan

A Critical Incident is a situation in which a large number of the school community are directly or indirectly affected by an experience, which has the potential to interfere with people’s functioning ability because of the unusually strong emotional reactions that may be initiated.

The Critical Incident could be:
- The death of a student or teacher
- Major vandalism
- A break in
- Murder of a student, parent or teacher
- Student/teacher loss or injury in an accident on excursion
- Students and/or teachers being taken hostage
- Students witnessing serious injury or death
- Student or teacher suicide
- Unusual or unfavourable media attention
- A sexual assault by or to a member of the school community
- A natural or other major disaster in the community

This policy has been formulated so that in the event of a critical incident, there is a clearly outlined series of steps to be followed to minimise the trauma associated with the event and disruption to school’s orderly function.

Action Person/s Responsible
1. Initiate Crisis Management Plan Principal
2. Obtain facts and updates Principal
3. Inform Leadership Team Principal/ Assistant Principal
4. Inform Action Team Counsellors
5. Inform Staff- provide fact sheet Principal or Delegate
6. Activate normal Class procedure Assistant Principal
7. Inform Students of event and available support Principal/ Assistant Principal
8. Contact CEO Principal
9. Contact support personnel Principal or Delegate
10. Contact parents Principal or Delegate
11. Provide information to the community ie media Principal/ Assistant Principal
12. Support for Staff Leadership Team
   Counselling Team
13. Answer phone enquiries – facts only Office Administration Staff
14. Letters home advising parents of: Counselling available
   School arrangements Assistant Principal
15. Conduct closure meeting Principal
16. Conduct debrief for staff involved in crisis management Principal
The Critical Response Plan

1. The Principal will assess a given situation and determine possible needs of the school community according to the circumstances. The Principal will then contact support personnel ie CatholicCare, District Counsellors, Parish Priest or CEO. In the absence of the Principal, the order of delegation is Assistant Principal, Religious Education Co-ordinator, Leadership Team member.

2. Facts and Updates – accurate information is essential for distribution to staff, students and the community. Wherever possible, printed material should be provided for personnel who will disseminate information to ensure accuracy and provide facts only.

3. Inform Leadership and/or Action Team – inform the personnel involved of the Facts and outline of intervention to be taken.

4. Inform Staff at Full Staff Meeting – To ensure consistent information is received. Provide fact sheet where possible.
   - Outline intervention strategies in place.
   - Provide information to Staff for dealing with distressed students.
   - Allow students to discuss the crisis if the need is warranted
   - Try to keep the situation as normal as possible.
   - Be alert for distressed students and have an assigned place for distressed student to be given support ie School Library
   - Organise counselling personnel to be available as required.

5. Teaching Staff in Home Room or Class groups inform Students of:
   - The facts about the incident
   - The action the school is taking
   - Support available to students
   - Changes to normal school arrangements
   - Allow discussion but do not insist on it.
   - Send distressed student to the School Library

6. Welfare Team/Counsellors:
   - Assess student need for - Peer Support
   - Counselling services
   - Parental contact or support

7. The principal or Delegate will contact Parents or Families:
   - To express the school’s sympathy
   - To inform parents of students needing support
   - Encourage parents of students needing support to be aware of possible grief reactions through counselling services.
   - Advise parents of counselling support available.

8. The Principal or Delegate will provide information to community media where appropriate.
   - Make sure staff and students know who the community contact person is.
• Emphasise the need for a ‘no comment’ response if approaches are made by the media to staff and students.
• Discourage rumour.
• Give as much fact as possible.
• Where this is not possible explain why to students.

9. Leadership team ensures staff:
• Have ample opportunity to share their feelings and concerns.
• Are aware of grief reactions of themselves and students
• Have strategies to deal with distressed students.
• Are familiar with the do’s and don’t’s of Grief Management. (see Grief Management addendum)

10. Office Administration Staff
• Answer to phone as necessary.
• Refer any police, media enquiries to the Principal or Assistant Principal.

11. Letters sent home should advise parents of:
• Incident.
• Counselling services.
• School arrangements.
• Parish arrangements where appropriate.

12. The closure meetings for staff and students may discuss what they would like to happen ie Liturgies and Masses.

13. At the debrief meeting all staff who have been actively involved in the Response Management should:
• Discuss their personal reactions.
• Evaluate the management plan.
• Make appropriate recommendations if necessary.

Grief Management Addendum.
In most cases of death, especially in the case of suicide, information is best provided in small rather than large groups. Depending on the extent of the likely impact, in some cases, only students most affected may be told and in a smaller group. A prepared statement in these cases will be prepared by the Principal in liaison with the family to be read by a teacher. The statement will contain brief facts and outline support available to students.

Possible response to the death of a student
Delayed response is common. Students need to be monitored for stress following an extreme emotional trauma. Teachers should be alert to risk taking behaviours and should be prepared for varied reactions throughout the year. Issues may arise regarding the absence of the deceased student in class, managing the empty desk and removing items belonging to the deceased student.

Supporting Bereaved Sibling/s
This needs to be done in consultation with the wishes of the family and students. Bereaved siblings may request privacy and no Masses or Liturgy or they may welcome the structured support School or Parish Communities. Whilst staff are not bereavement counsellors they do have a supportive listening role. If counselling is needed the Pastoral Care Coordinator can be requested to facilitate the need.

**Death of a student by Suicide**
The nature of the death in cases of suspected or known suicide need not necessarily be divulged. Staff should avoid romanticising the deceased and must not imply he or she was heroic. It is important that methods used in suicide are not described. Be vigilant as attempted suicides may increase following a suicide. Placing or creating a memorial in cases of suicide is to be discouraged. Announcements need to be made privately or in small groups. The same support procedures for dealing with the death of a students will be implemented.

**Grief Management Do’s and Don’t’s**
- Do spend time with grieving people
- Don’t try to be everything for the, be with them
- Do accept their behaviour
- Don’t inhibit their response

**Stopping the behaviour does not stop the feeling**
- Do accept their feelings even when negative
- Don’t stop them with reasoning

**Feelings should be allowed to be expressed**
- Do let the grieving person choose their own way of experiencing grief
- Don’t expect specific behaviours or feelings

**Grief is individual**
- Do let grieving people choose how long they grieve
- Don’t expect stages of grieving

**Grief doesn’t always follow the same pattern**
COMMUNITY LINKS

CatholicCare  6162 6100
CIFTS – Child, Infant and Family Tertiary Service  4827 3950
Fax: 4827 3958
JAN SAUSVERDIS – Child Psychologist  6286 9588
DENNIS LANGLEY – Behavioural Optometrist  6247 4748
LIBBY PORTER – Mind Matters
IRLEN DYSLEXIA CLINIC – 8 Herman Close, Florey ACT 2615 Ph: 6259 2269
JUDANNE YOUNG – Speech Pathologist  6161 1946
CANBERRA HEARING CENTRE  6257 6530
SPINA BIFIDA CLINIC – Julie Dickers – 9845 2802
0417 680 514
TECHNABILITY (E-TALK) Adam Lynn  0408 274 518
YASS COMMUNITY HEALTH CENTRE  6226 3833
DADHC (Department of Aging, Disabilities and Home Care)  4824 0150
Fax: 4824 0180
CAMHS – (Child and Adolescent Mental Health Services) 1800 677 114
AUTISM ASSOCIATION OF NSW  8977 8300
– Information Help Line – 8977 8377
CATHOLIC EDUCATION OFFICE SPECIAL NEEDS TEAM  6234 5455
DR STEVE DAWSON – Clinical Psychologist
Floor 10 AMP Building
Hobart Place
016 301 677
GIFTED AND TALENTED ASSOCIATION ACT
Helen Dudeney 9620 6037
Bernadette Huxley 0401 248 250
WORKPLACES – Support for Young People with Disabilities 6226 1699

RESOURCES
BOOKS
“Bullying – No Way!”


Fuller, A, Bellhouse, B & Johnstone, G “The Heart Masters Middle to Senior Primary,” Heart Masters (2001)


Linke, Pam “Let’s Stop Bullying” Australian Early Childhood Association (1998)


Rogers, Bill “Behaviour Management – A Whole School Approach” Scholastic (2000)

Rogers, Bill “Behaviour Management – A Whole School Approach” Scholastic Teachers Notes (2003 Inservice)

Wyncroft Centre “Practical Ideas for Beating Bullying.”

**DVD/VIDEOS**

Carr-Gregg, Michael “Help When You Need It,” Lions Rotary Foundation of Australia (2005)

**WEB SITES**

**Education Links**

ABC Online
http://www.abc.net.au

ACER: Australian Council for Educational Research
http://www.acer.edu.au

ACSA: Australian Curriculum Studies Association
http://www.acsa.edu.au
Aussie Schoolhouse
A non-profit organisation established to provide leadership and guidance on the use of the Internet and communication technologies for effective teaching and learning.

Board of Studies NSW
http://www.boardofstudies.nsw.edu.au

Catholic Education Commission, NSW
http://www.cecnswnsw.catholic.edu.au

Catholic Education Council
http://www.cecnt.catholic.edu.au

Catholic Education Office, Sydney
http://ceo.syd.catholic.edu.au

Department of Education and Training
http://www.dse.nsw.edu.au

EdNA: Education Network Australia
http://www.edna.edu.au

MindMatters
http://cms.curriculum.edu.au/mindmatters

National Catholic Education Commission
http://www.ncec.catholic.edu.au/

Primary Mental Health Care Australian Resource Centre
An information service and electronic library in the field of primary mental health care.

Seasons for Growth
http://goodgrief.org.au
Highly successful change, loss and grief peer education program.

The Australian Council for Educational Administration
http://www.eddire.com/acea

Health and Mental Health Links
Anxiety Disorder Alliance
Anxiety Disorder Alliance (ADA) is a state-wide mental health organisation funded by the NSW Health Department. This site contains information about Small Steps, an initiative of ADA aimed at teachers and parents. Small Steps is a seminar providing information about the types of anxiety that primary school children can display.
Bully-Off
http://www.bully-off.co.uk
Bully-Off provides information and advice on bullying which is to the point and easy to digest. This UK site is currently focused on school bullying and caters for students, parents and teachers who are looking for help. Bully-Off will be expanding and will provide information on health issues and learning disabilities as well as workplace bullying.

Connecting Kids Company
http://connectingkids.org.au
The Peer Support Foundation, trading as Connecting Kids Company, is a provider of student wellbeing programs. It is dedicated to working collaboratively with schools to create programs and resources that assist in the creation of friendly, supportive environments. The programs offered include Peer Support, Peer Mediation, MPower Girls, Leadership and Supportive Friends as well as tailor-made programs to suit individual schools.

DrugInfo Clearinghouse
DrugInfo Clearinghouse is a service provided by the Australian Drug Foundation. DrugInfo Clearinghouse offers a range of services, including many free information products, a specialist library, a telephone and email information service, a website, and email alert services for people interested in drug prevention.

Families Matter
Families Matter has been developed as a necessary complement to MindMatters and seeks to engage parents, carers and families in the health and wellbeing of their young people.

Friends
http://www.friendsinfo.net/
The Friends website has information about the prevention and treatment of childhood anxiety.

Good Therapy Australia
http://www.goodtherapy.com.au
Good Therapy is an online resource that outlines the various approaches in counselling and psychotherapy, and encourages visitors to explore what good therapy means to them personally. An advocate of making conscious, well informed choices, the site has a directory of practitioners, public forum, articles and bookshop.

Head Room
http://www.headroom.net.au/
A cool-looking site dedicated to the positive mental health of children and adolescents and the adults in their life.
Indigenous Health Network
http://www.abhealth.net/
The 'Aboriginal Links' has many South Australian and national Indigenous health-related sites.

Just ask
Lifeline’s Just ask is a national mental health information and referral service specialising in self-help approaches to mental health. Contact Lifeline’s Just ask on 1300 13 11 14 or via its website.

Kids Help Line
Kids Help Line is a free, confidential and anonymous, 24-hour telephone and online counselling service for young people aged between 5 and 18. Kids Help Line’s newsletter comes out every 4 months and is free of charge. It provides information for young people and their related communities. Published in pdf format.

Lifeline Australia
Lifeline Australia has a 24-hour telephone counselling service for anyone, at any time and from anywhere in Australia. The helpline number is 13 11 14. There is a link to http://www.lifeline.org.au/mindmatters/ that provides details of the centres interested in working with schools in their local areas in collaboration with MindMatters.

LivingWorks Australia
LivingWorks Australia is a suicide prevention scheme under the auspices of Lifeline Australia. LivingWorks Australia delivers programs that promote suicide awareness, increase practical skills in suicide first aid and focus on follow-up help with people at risk.

Mental Illness Education - Australia
MIE-A's mental health awareness program complements the MindMatters component 'Understanding Mental Illness' for use in the subject areas of Health, Social Education, Drama, Art and English.

Mental Illness Education Australia (NSW) Inc
A mental health awareness program suitable for years 7-12 used in the Crossroads Program for Year 11. Presenters’ personal experiences assist understanding of mental health issues. Interactive, positive presentation in schools since 1987.

MindMatters Plus Program Index
http://www.index.agca.com.au
The MindMatters Plus Program Index provides summary details about a wide range of programs and resources that support students' wellbeing.
Peer Skills
http://www.peerskills.com.au
Peer Skills is aimed at young people aged 14 to 18 years, and is about assisting them to help themselves and others.

Reality Check
http://www.realitycheck.net.au/
The aim of this site is to help young people make better choices about mental health. It provides information about where to find help in the ACT if you have mental health concerns.

Forms

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<th>Mt Carmel School Board</th>
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<td>Mt Carmel School Executive</td>
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<tr>
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<td>Contact Officer:</td>
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