**BEHAVIOUR MANAGEMENT & STUDENT SUPPORT PLAN**

**PASTORAL CARE & BEHAVIOUR MANAGEMENT**

At Mary Immaculate School, Pastoral Care is our commitment as a school community, to action that is based on Gospel values and which fosters a sense of:

- security
- personal competency
- identity or self-concept
- responsibility
- belonging
- acceptance
- purpose
- inclusion

Our aim is to develop each individual to his/her full potential spiritually, intellectually, physically, morally, socially and emotionally, so that children may contribute responsibly to the community both for their own benefit and for the community’s benefit. Each child is unique, with certain abilities and potential for growth. To achieve the ultimate goal, it is necessary for each child to realise his/her own worth and thus acquire self-esteem which leads to self-discipline. In general, the aim is to foster self-discipline through positive role modelling and a proactive teaching and learning program.

We highly value the social interaction of children and other members of the community. There is no more important aspect to the learning environment. We have significant resources in our school that will support the development of healthy relationships amongst all members of the school community and contribute to the achievement of outcomes in the Personal Development strand of the Health and Physical Education syllabus.

The development of right and peaceful relationships is an important part of our pastoral care approach at Mary Immaculate. We believe it is vital that social skills are actively taught and modelled. A positive learning environment is built on positive social interactions.

**WATSON ROAD BEHAVIOUR MANAGEMENT PROGRAM**

The school follows the Watson Road Behaviour Management Program. This is a proactive program using social skills booklets, charts and posters as key resources. Children have to become “literate” in the language of school. The program recognises and respects the rights and responsibilities of all members of the school community to have a safe, secure and happy environment. This allows all members of the community to grow, both as individuals and as part of a caring, Christian community.
This program is supported by our

**Code for Peaceful Relationships**
*Speak and act with respect*
*Demonstrate self control*
*Act safely*

which summarises, in a positive and empowering way, the behavioural expectations of all within our community, and the Virtues Program where we encourage children to nurture virtues such as respect, generosity, humility, compassion, honesty and reliability.

This program is also supported by the Virtues Program (Special Programs). The school community focuses on a virtue for a two-week period with school awards based on virtuous behaviour awarded at weekly assembly and celebrated in the weekly newsletter.

**BULLYING PROCEDURES**

**Definition of Bullying:** Repeated oppression, psychological or physical, of another person by an individual or group of people.

**Types of Bullying**

*Physical Bullying:* eg. Hitting, kicking, punching

*Non Physical Bullying:* eg. Verbal/emotional abuse, especially name calling, gossiping, rumour mongering; cruel or continued teasing; removing or hiding belongings; threatening and menacing gestures and body language; deliberately excluding others.

**Should an incident of bullying occur in the school community, the following procedures must be followed:**

- Students, parents and staff are encouraged to report any incident of bullying to school administration so that the appropriate steps may be taken.
- Allegations of bullying behaviours are fully investigated. Students involved and their parents are notified of the investigation and involved where appropriate.
- If the behaviour is identified as bullying, the School Guidance Counsellor is notified, a meeting with the offender and his/her parents is convened with the classroom teacher, Principal and Guidance Counsellor. A similar meeting would be required for the victim. An action plan is formulated, signed by all parties involved and closely monitored by the Principal or Assistant Principal.
- In cases of repeated bullying, suspension from class, suspension from school and expulsion could occur. This is done in consultation with the Area Supervisor, representing Brisbane Catholic Education.
- If necessary, mediation processes, chaired by the School Guidance Counsellor are implemented in order to establish conflict resolution between the parties involved.
- In cases where students have not disclosed bullying, yet been aware of it, assertive classroom teaching is implemented to ensure students know and feel comfortable with their responsibility to report repeated offences, eg. **Program Achieve, Friends, Rainbow Program**.
- In cases where the alleged bullying occurs between adults (staff or parents) within the community, a similar process must occur, which involves investigation, mediation, consultation and resolution. This procedure may include the Area Supervisor and the Guidance Counsellor.
The Student Behaviour Support Plan was completed September 2011. This can be found as an appendix to the Relationship Policy. A Student Behaviour Support brochure highlights the key components of the plan and has been issued to all families in the school. New families will receive a copy of the brochure in their Orientation pack.