

ST CLARE'S HIGH SCHOOL



PASTORAL CARE POLICY

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RATIONALE

**“I have come so that you might have life and have it to the full”
John 10:10**

WHAT IS PASTORAL CARE?

Pastoral Care, in the context of a Catholic school, is modelled on the person of Jesus Christ, who recognised the dignity and uniqueness of each person and who, in his humanity, called people to the fullness of life.

St Clare’s aspires to achieve this fullness of living for each community member through the many dimensions of Pastoral Care. These dimensions reflect the individual and communal nature of Pastoral Care, and acknowledge spirituality as the very essence of what Pastoral Care is all about.

Pastoral Care:

- is embodied in our commitment to Justice and our preparedness to speak the truth
- is reflected in our willingness to be Loving, Forgiving and Reconciling
- is revealed in our desire to be of Service to one another
- is reflected in how each individual is enabled to find inner harmony and meaning in life.

Hence, Pastoral Care should be an expression of the reality of God’s love in our school as revealed in our commitment to building and maintaining right relationships.

Right Relationships:

- are fundamental to effective learning and teaching and genuine Pastoral Care for all-members of the community
- are those, which reflect the Gospel values of Justice, Truth, Peace, Forgiveness, Love, Reconciliation and Service to one another
- are those which honour and respect individual freedom, rights and responsibilities of all members of the community
- are an expression of our Love of God in all creation.

WHY HAVE A PASTORAL CARE POLICY?

- to enable all members of our community to achieve a fullness of living through relationships centred on the person of Jesus Christ
- to ensure that our values are borne out in our daily living
- to nurture right relationships
- to heal and strengthen fractured relationships
- to improve educational outcomes by improving the quality of relationships
- to empower each person to be optimistic in spirit and hope-filled in their outlook on life.

AIMS

St Clare's Pastoral Care Policy aims:

- to honour each person as a manifestation of God's Love by affirming, protecting and promoting the dignity and worth of all community members
- to develop a school environment in which community members feel welcome, safe, secure, respected and happy
- to promote the development of people as individuals and as individuals 'in community'
- toward the holistic development of each individual in our community
- to affirm and support community members in their humanness as they learn and grow towards accepting responsibility for their actions
- to provide an environment that builds and nurtures quality relationships and is sensitive to personal and societal stresses
- to provide opportunities for the healing and strengthening of fractured relationships, while acknowledging the inevitability of conflict in human relationships.

IMPLEMENTATION

The Pastoral Care practices at St Clare's have been developed in consultation with community stakeholders. The practices are based on the application of Restorative Justice principles and the principles of procedural fairness as set out in the Diocesan Statement: Pastoral Care (November 2002).

Consistent with the requirements of the Education Reform (School Discipline) Act 1995, **this policy declares that corporal punishment is inappropriate and totally banned within the school. Therefore also this policy does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce school discipline.**

BUDGET

The Annual School Budget will contain an allocation of funds for the purpose of:

- Staff Professional Development in areas of Restorative Justice, Restorative Practices and Class Room Management Strategies; Mentoring; Supporting Students with Special Needs etc.
- Supporting community members in need
- Conducting retreat and Pastoral Care/Reflection Days
- Purchasing necessary resources
- Conducting special programs for students and parents (e.g.) Seasons for Growth; Self-Defence Workshops; Drug & Alcohol Workshops, S.T.E.P-Teen, Rock and Water Program etc.
- Providing outreach support to families in need, especially those in crisis situations.

EVALUATION

WHEN?

St Clare's Pastoral Care Policy shall be clearly documented and reviewed regularly.

BY WHOM?

Community members will be consulted in assessing the effectiveness of the policy, and in making amendments to it.

HOW?

The policy shall be assessed in the light of its effectiveness in promoting and achieving the school's vision, the provisions of the Diocesan Policy Statement: Pastoral Care (November 2002) and for consistency with the Principles of Restorative Justice and Procedural Fairness.

The Policy will be evaluated by community stakeholders:

- at staff, P & F, and SRC meetings
- by surveying
- through informal discussion and general feedback
- by other means deemed appropriate

ST CLARE'S MERIT SYSTEM

Mechanisms

1. MERIT AWARDS
2. STUDENT COORDINATOR AWARDS
3. SUBJECT AWARDS
4. PRINCIPAL'S AWARD
5. ST CLARE'S AWARD
6. COMMUNITY PARTICIPATION AWARD
7. ACADEMIC ACHIEVEMENT AWARDS
8. CITIZENSHIP AWARDS
9. LEADERSHIP AWARDS
10. CULTURAL AWARDS
11. SPORTSPERSON AWARDS

THE MERIT SYSTEM

A significant component of positive relationships is affirmation. Humans need to know they are loveable and that others appreciate them for their particular qualities. The Merit system is a process that allows individuals to be affirmed publicly for their character, behaviours and actions.

MERIT AWARDS

Merit awards are given by teachers across all Key Learning Areas as well as the School Captains for those positive behaviours that they observe. Students are encouraged to collect five of these to make them eligible for a Student Coordinator's Award.

CRITERIA

To be considered for a Merit Award students should:

- show diligence in class work and assignments, and/or
- participate in all varieties of class and school activities, and/or
- consistently do their best in lessons while setting high standards of behaviour, and/or
- show improved effort in class work, assignments, or classroom behaviour
- produce work of a high standard
- demonstrate qualities of good citizenship
- actively live out Gospel values

STUDENT COORDINATOR'S AWARDS

Student Coordinator's Awards are given to students who have collected five or more Merit Awards. Students are responsible for collecting their Merit Awards and taking them to their Student Coordinators. The Student Coordinators then stamp the Merit Awards, give the student's name to Teacher Support Staff in order to prepare the certificate, and then return the Merit Awards to the student. The Teacher Support Staff then prepare the Award which is to be presented to the student at the next available Year Meeting. The Student Coordinator records name on Data Base.

CRITERIA

To be considered for a Student Coordinator's Award:

- Students must have collected five Merit Awards
- A maximum of three Merit Awards from the same subject is allowed

SUBJECT AWARDS

Subject Awards are to be given to students who achieve academic excellence in a subject during each Semester. They are to be presented at the end of Semester Ceremonies.

CRITERIA

Recognition of Academic Achievement will involve the award of a certificate to a **maximum 10%** of students in each **subject**.

Certificates are to be awarded to the:

"1st in (subject)" - "2nd in (subject)" - "3rd in (subject)" only

or the "top" 3 students only in each subject who qualify for "Excellence in (subject)"

When across-the-form/subject assessment is conducted awards, are to be allocated on this basis.

When individual classes are assessed *1st, 2nd, ... (or "Excellence...")* are to be allocated to a maximum 10% of the class.

Further certificates (up to **the** maximum 10%) can be awarded to students, beyond the "top" 3 in each subject who deserve recognition. This is to be acknowledged as: *"Merit in (Subject)"*

A student's award is to be summarised on a single certificate:

All of the above awards will be acknowledged at the Affirmation/Awards Ceremony.

* For consistency please record the award using the terminology above.

PRINCIPAL'S AWARD

Principal's Awards are given to students who have participated in extra curricular activities as positive representatives of St Clare's High School. These awards are to be given in the areas of representative Sport, Community Service, and participation in Cultural Activities. The teacher responsible for the activity provides the names of student participants to the Principal's Secretary. Principal Awards are recorded on the data base.

CRITERIA

1. Representative Sport

To be considered for a Principal's Award in this area:

- Students should show skills and/or leadership by representing the school in either individual or team events.

2. Community Service

To be considered for a Principal's Award in this area students should model Christian values by:

- showing unselfishness and consideration by aiding other members of the school or outside community
- initiating a scheme or activity that benefits the school and/or student body

3. Cultural Activities

To be considered for a Principal's Award in this area, students need to:

- participate in activities such as band, choir, public speaking, drama, dance, exhibition of art.

ST CLARE'S AWARD

These awards are designed to give **every** student in the school an opportunity to be positively acknowledged formally. They will be decided upon Week 3 of Term 2 and Week 3 of Term 4. Any student can apply for a St Clare's Award.

SELECTION PROCESS

To be considered for a St Clare's Award:

- Interested students can apply, or be nominated by others, to the Student Coordinator for consideration
- A one page tick a box sheet will be given to the teachers of this student to fill out
- Various areas of consideration include punctuality, manner, cooperation, effort, bringing equipment, bookwork and homework, attendance at carnivals, initiative and participation in Community Life, and uniform.
- The Award will then be approved or disapproved by the Pastoral Team.
- The Award will be presented at the next available Year Meeting
- If the student has more than one uniform infringement in the semester then their application is knocked back and the issue is addressed with the student by the Student Coordinator

COMMUNITY PARTICIPATION AWARD

This award is presented to students who value school spirit and belonging to our school community. This is demonstrated by attendance and participation in all school activities that are appropriate to the particular year group. This is an annual award and is a prerequisite for the Citizenship and Leadership Awards.

CRITERIA

May include attendance at such activities as:

- Swimming Carnival
- Cross Country
- ANZAC Day School Ceremony
- Whole School Mass
- Reflection Days
- Athletics Carnival
- NAIDOC Assembly
- St Clare's Feast Day
- Vietnam Veteran's Service
- Attendance at school on Crazy Day
- Graduation Mass
- Any other extra curricula activity particular to the Year Group

SELECTION PROCESS

Using the Attendance Rolls, Pastoral Care Teachers compile a list of all eligible recipients.

ACADEMIC ACHIEVEMENT AWARDS

Academic Achievement Awards are given to students in Years 7 - 11. They are presented at the end of the year ceremonies to one student in each year. They recognise the highest level of achievement in most subjects.

SELECTION PROCESS:

- A short list is created by a Studies Coordinator, based on Annual Awards
- A ranking profile of short listed students is then developed
- Selection is made by a Studies Coordinator in consultation with others from the Executive.

CITIZENSHIP AWARD

This award is presented to one student in each year group annually.

CRITERIA

- Evidence of involvement in any activities that benefit the school.
- Demonstrated respect for others and for the values and expectations of the school.
- Enthusiastic support of “special days” e.g. Sports Carnivals, St Clare’s Feast Day.
- Evidence of involvement in any activities that benefit the community, either through school activities or civic involvement.

SELECTION PROCESS:

- Students deemed to have met the above criteria are nominated by staff members in Term 4.
- Nominations are short listed by the Pastoral Team, with consideration of other school awards gained and entries in the RAP system.
- Staff vote preferentially on the short listed nominees.

LEADERSHIP AWARD

This award is presented to one student in each year group annually.

CRITERIA:

The recipient of this award has demonstrated themselves to be a person who shows initiative, has strength of character, is able to “stand aside” from his/her peers, when necessary, in order to make decisions, supports the values and expectations of the school, and has the qualities required to gain the respect of all.

SELECTION PROCESS:

- Students deemed to have met the above criteria are nominated by staff members in Term 4.
- Nominations are short listed by the Pastoral Team, with consideration of other school awards gained and entries in the RAP system.
- Staff vote preferentially on the short listed nominees.

CULTURAL AWARDS

This award is presented to a student in the Junior School and Senior School at the Annual Awards Ceremony.

CRITERIA

- Student involvement, at school and in the wider community, in **one** or more of the following areas:
 - Visual Arts
 - Drama
 - Music
- Student achievement in areas such as performances, exhibitions, competitions, workshops and voluntary work (e.g. ushering at MEC) may be included in a resume of cultural involvement.
- Students should be suitable ambassadors for the arts at school and in the wider community.

SELECTION PROCESS

- Students deemed to have met the above criteria are nominated by staff members or themselves in Term 4.
- Nominees are asked to provide a resume of cultural involvement.
- The recipient is selected by the Creative Arts Faculty and other interested staff.

SPORTSPERSON OF THE YEAR

This award is presented to a male and female in the Junior School and Senior School at the annual awards ceremony.

Year 7 - 10: Junior Sports Person of the Year

Year 11 - 12: Senior Sports Person of the Year

The award recognises total commitment to sporting ideals, involvement and leadership.

CRITERIA

- Sportsmanship - total commitment to sporting ideals
- Breadth of involvement
- Level of achievement (minimum Diocesan Representative - can include Inter Diocesan, Combined Catholic Colleges, All Schools etc.)
- Leadership role in chosen sports
- Support for the ideas and values of the school

SELECTION PROCESS

- Students deemed to have met the above criteria are nominated by staff members or themselves in Term 4.
- Nominees are asked to provide a resume of sporting involvement.
- The sports committee selects the recipients.

YEAR 12 AWARDS

In addition to the awards contained the Merit System, Year 12 students are eligible for the following awards which are presented at the End of Year Graduation Dinner.

1. School Leader's Awards

These awards are presented to the four school leaders.

2. Reuben F. Scarf Award

This award is presented to one student for commitment and dedication, and striving for excellence.

SELECTION PROCESS

To be eligible to be considered for this Award students should have received:

- at least 1 St Clare's Award
- at least 1 Principal's Award
- at least 1 Student Coordinator's Award

This Award will be determined by a committee of people including the Principal, the Senior Coordinator and at least one other Coordinator.

3. Newcastle University - Academic Excellence

This award is based on academic achievement

SELECTION PROCESS

The student selected must have gained the Highest ATAR and be attending Newcastle University.

4. Caltex Best All Rounder

This award recognises participation and excellence in Academic, Sporting and Services activities.

SELECTION PROCESS

To be eligible to be considered for this Award students must have received:

- At least 1 Award for each of the recognised criteria
- At least 1 St Clare's Award

This award is to be determined by a committee of people including the Principal, the Senior Coordinator and at least one other Coordinator.

5. Taree R.S.L. Tertiary Scholarship

6. DUX

This award is determined by the HSC results and is awarded in the New Year.

7. First Place in Each Subject.

This award is presented to the students who achieve first, second and third place in each subject.

MERIT SYSTEM SUPPORT

DOCUMENTS

- 1. MERIT CARD**
- 2. ST CLARE'S AWARD APPLICATION**
- 3. PRINCIPAL'S AWARD**
- 4. STUDIES COORDINATOR'S AWARD**
- 5. STUDENT COORDINATOR'S AWARD**
- 6. ST CLARE'S AWARD**
- 7. COMMUNITY PARTICIPATION AWARD**



'I have come so that you might have life and have it to the full'
John 10:10

MERIT CARD

NAME: _____

PC GROUP: _____ **SUBJECT:** _____

- shows diligence in class work and assignments, and/or
- participates in all varieties of class and school activities and/or
- consistently does their best while setting high standards of behaviour and/or
- shows improved effort in class work, assignments, or classroom behaviour
- produces work of a high standard

Any further details: _____

Date: _____ Signed: _____



“I have come so that you might have life and have it to the full”
John 10 : 10

STUDIES COORDINATOR’S AWARD

This award is made to

Date

Principal



“I have come so that you might have life and have it to the full”
John 10 : 10

STUDENT COORDINATOR’S AWARD

This award is made to

Date

Principal



“I have come so that you might have life and have it to the full”
John 10 : 10

ST CLARE’S AWARD

This award is made to

Date

Principal



CERTIFICATE OF PARTICIPATION

This award is made to

**FOR ATTENDANCE AT ALL RELEVANT YEAR GROUP ACTIVITIES
WITHIN THE WHOLE SCHOOL COMMUNITY
IN 2011**

Date

Principal

RESTORATIVE ACTION PROCEDURES

Restorative Action in this context is how teachers respond to student behaviours that cause a fracture in the relationship between the student and the teacher. The underlying belief is that all learning is based upon relationship and that effective learning can only take place when right relationship exists. Procedural fairness demands that both parties to a dispute have a right to be heard and the right of appeal, these rights will be protected by the relevant Student Coordinator or relevant Studies Coordinator. In order to restore relationship both parties need to take account of the issues contributing to the breakdown. This will require both parties to reflect upon the events and at the appropriate time discuss these in a conference setting, with a view to reconciliation. Restorative justice is about growth for the individuals involved and this can only happen if human dignity is respected.

LEVELS OF RELATIONSHIP BREAKDOWN

Classroom/Playground Management

These responses are chosen to give the student and the teacher an opportunity to address the situation in the least intrusive manner.

The following list is a guide only:

- Littering
- Lack of care in movement in stairwells, corridors, classes etc.
- Swinging on chairs
- Lack of respect for the physical environment
- Lack of care with property
- Coarse Language
- Lateness
- Lack of equipment
- Lack of Diary
- Lack of respect for self, others and the community
- Homework incomplete/not done
- Undermining the positive environment of the classroom
- Undermining the personal worth of others
- Off-task behaviour
- Eating/chewing in classroom
- Movement around the room without permission
- Three uniform infringements

Responses at this stage should include a range of the following:

- Non-verbal responses: e.g. eye-contact
facial expression
body language
- One - way verbal e.g. teacher redirection
- Two - way verbal e.g. ask student to reflect on their actions
- Written communication with parents via the diary
- Seating plan
- Time out – with another teacher by arrangement
- School/playground clean-up
- In class detention - lunch - classroom teacher responsible

Classroom misbehaviour Issues

Teachers should reflect on the following issues and possibly review their own performance.

- Pedagogy
- Flexibility in content and presentation
- Student centred learning
- Teaching methods and style taking into account multiple learning styles.
- Organisation
- Profession dialogue, peer ideas
- Relationship with students

APPLICATION OF BEHAVIOUR MODIFICATION STRATEGIES

The application of specific modification procedures will be determined in consultation with the relevant Student Coordinator. Recommendations from individual teachers will be considered as will those of Studies Coordinators. However, the Student Coordinator's wider knowledge of the individual student's situation and their responsibility to uphold the principles of Procedural Fairness will take precedence in the application of the following sanctions. When required the Assistant Principal or Principal will make a determination.

Procedural Fairness

Procedural fairness is a basic right of all individuals dealing with authorities. All communities have a legitimate expectation that all school and system personnel will follow these principles in all circumstances.

Procedural Fairness is generally recognised as having two essential elements:

1. The right to be heard which includes:
 - The right to know why the action is happening
 - The right to know the way in which the issues will be determined
 - The right to know the allegations in the matter and any other information that will be taken into account
 - The right of the person against whom the allegations have been made to respond to the allegations
 - The right to an appeal
2. The right of a person to an impartial decision that includes:
 - The right to impartiality in the investigation and decision-making phases
 - The right to an absence of bias in the decision maker

Low Zone Behaviour Modification

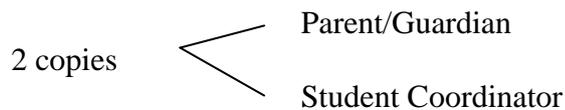
Unacceptable behaviours (a guide only):

- pattern of unsatisfactory response to classroom /playground management strategies
- unexplained absence from class
- unexplained consistent lateness to school
- harassment of others
- chewing gum
- use of white-out,
- possession of aerosol cans or pump spray deodorants
- leaving school grounds without permission
- throwing of food
- abuse of mobile phone privileges

Responses at this stage should include:

Written referral to Student Coordinator from the teacher and/or the Studies Coordinator. In the case of a classroom behaviour issue the Studies Coordinator **must interview** the student in accordance with the principals of procedural fairness before any recommendation is put forward.

- Communication with parents/guardians by the relevant Coordinator detailing behaviours, consequences and avenues of appeal. This may be in the form of a letter or a phone call, at the discretion of the relevant coordinator.



- Student Coordinator to enter details on the database.
- Students will attend one lunchtime detention and complete the reflection sheet 1. Following this detention best practice restorative justice involves a meeting between the teacher who recommended the detention and the student. The purpose is to ensure that a genuine effort has been made to mend the fractured relationship. The basis for discussion should be the reflection sheet completed by the student

Alternative responses may include:

Withdrawal from class/playground depending on the situation, to the relevant Coordinator. This allows for time out to diffuse a volatile situation, time for reflection and/or time for counselling.

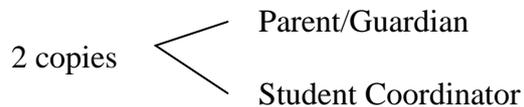
Medium Zone Behaviour Modification

Unacceptable behaviours (a guide only):

- pattern of repetition of low zone behaviours
- bullying/harassment/abuse of others
- serious damage to property
- serious misbehaviour at public or extra-curricular activities
- abuse of internet

Responses at this stage must include:

- Written referral to Student Coordinator from the teacher and/or the Studies Coordinator. In the case of a classroom behaviour issue the Studies Coordinator **must interview** the student in accordance with the principals of procedural fairness before any recommendation is put forward.
- Written communication with parents/guardians detailing behaviour/s, consequences and avenues of appeal. This is to be signed by the teacher involved, the relevant Coordinator and the Assistant Principal.



- Student Coordinator to enter details on the database.
- Mentoring team - during PC time students attend mentoring meeting with Student Coordinator/ Studies Coordinator to discuss/review student's progress.
- Students will attend three lunchtime detentions and complete three sequential reflection sheets. Following these detentions, best practice restorative justice involves a meeting between the teacher who recommended the detention and the student. The purpose is to ensure that a genuine effort has been made to mend the fractured relationship. The basis for discussion should be the reflection sheets completed by the student.
- Special Needs students who have difficulty with literacy are not expected to complete the Reflection Sheet. However, the Student Coordinator will discuss the question with those students before processing the Zone Notification.
- Where the behaviour is subject related, the student is placed on a subject monitoring card in order to provide a management record. This will be maintained by the Studies Coordinator and forwarded to the Student Coordinator at the completion of Day 10 to enable details be entered onto the Data Base. Unsatisfactory progress may result in the repetition of this process for a second cycle.

Alternative responses may include:

- Withdrawal from class/playground depending on the situation, to the relevant coordinator. This allows for time out to diffuse a volatile situation, time for reflection and/or time for counselling.
- Loss of privileges.

High Zone Behaviour Modification

Unacceptable behaviours (a guide only):

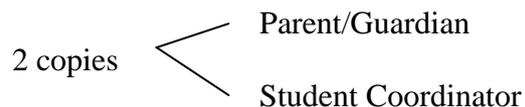
- persistent medium zone behaviour
- two cycles of unsatisfactory progress on the subject monitoring card
- truanting (whole day)
- encouraging and inciting violent behaviour
- serious bullying/harassment/abuse

NB Where appropriate students returning from suspension, at the discretion of the Student Coordinator or the Assistant Principal, may be placed on the High Zone

Responses at this stage must include:

Written referral to Student Coordinator from the teacher and/or the Studies Coordinator. In the case of a classroom behaviour issue, the Studies Coordinator **must interview** the student in accordance with the principals of procedural fairness before any recommendation is put forward. The Coordinator is responsible for keeping a record of this

Communications with parents and guardians detailing behaviours, consequences and avenues of appeal.



Student Coordinator to enter details on the database.

Implementation of ten day monitoring card across all subjects - monitored daily by Student Coordinator

Students will attend three lunchtime detentions and complete three sequential reflection sheets.

Special Needs students who have difficulty with literacy are not expected to complete the Reflection Sheets. However, the Student Coordinator will discuss the questions with these students before processing the Zone Notification.

Afternoon detention – managed by the Student Coordinator (one hour after school to reflect on their own behaviour and school values and to decide on a restorative action plan which may include service to the community and/or a formal apology for behaviour)

Mentoring team - during Pastoral Care time students attend meeting with Student Coordinator to discuss/review student's progress.

Responses at this stage may also include:

- Withdrawal from class and playground
- Conference with the School Counsellor
- Contact with outside agencies
- Loss of privileges

SERIOUS OFFENCES

The Catholic Schools Office proposes that serious offence should be defined as activity or behaviour that:

- seriously undermines the ethos of the Catholic school; or
- consistently and deliberately fails to comply with any lawful order of a Principal or teacher; or
- is offensive, or dangerous, to the physical and/or emotional health of any staff member or student; or
- consistently and deliberately interferes with the educational opportunities of other students.

NOTE

Some serious offences are by their nature criminal offences. Schools are obliged to observe legal requirements in such cases. For further information and guidance, refer to:

Child Protection:

- Policy, (1999)
- Guidelines & Procedures for the Notification of Child Abuse - Diocese of Maitland-Newcastle (1999-2000)
- Summary of Diocesan Guidelines (1999)
- Ombudsman Amendment (Child Protection & Community Services) Act 1998 - Guidelines for Implementation (2000)

The St Clare's Pastoral Care Policy is based upon, and reflects, the Diocesan Pastoral Care Policy. Hence for serious offences this may require the suspension or expulsion of a student in accordance with the principles of procedural fairness as set out in the Diocesan Policy Statement – Pastoral Care November 2002

SUSPENSION

Suspension means a temporary withdrawal of a student's right to participation in and attendance at regular school activities. The length of time of suspension will vary depending on the nature of the incident and the purpose of the suspension.

It is a serious disciplinary measure and should only be used when other disciplinary measures have not produced a satisfactory outcome. The decision to suspend a student is to be made by the Principal or their delegated authority.

In normal circumstances suspension is subject to the following guidelines, however, it is recognised that on occasion an immediate suspension* may have to be imposed:

- That appropriate welfare strategies and discipline options have been applied and documented.
- That appropriate support personnel available within the school and system and externally have been involved.
- That discussion has occurred, prior to suspension, with the student and parent/caregiver regarding specific unacceptable behaviour.
- That records of all discussion and action have been taken.
- That appropriate communication processes are in place, including with the student and the student's parent/guardian.
- A student must not be sent home before the end of the school day until parent/s/guardian/s have been informed, and if necessary, agreement reached about arrangements for the collection of the student from the school.

3.1.1 Immediate Suspension*

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as

- i) the safety of students or staff because of unacceptable behaviour, harassment, violence, or threats of violence.
- ii) the presence of knives and/or other weapons or
- iii) the presence of illegal drugs

Any student who is violent or threatens serious physical violence against another student or teacher or behaves in unacceptable ways, including any form of harassment against other students or teachers, is to be suspended immediately.

Any student, who is in possession of a suspected illegal drug, is to be suspended immediately. Principals must contact their school Consultant to inform them of the incident and discuss with them whether the matter is serious enough to be reported to Police.

Any student, who is in possession of a knife or threatening to use any item or instrument as a weapon, is to be suspended immediately. Principals must contact their school Consultant to inform them of the incident and discuss with them whether the matter is serious enough to be reported to Police.

3.1.2 Short Suspension

Short Suspension may be served by the student at school during school hours (internal suspension) or out of school (external suspension). A principal may impose a short suspension of up to and including (4) school days.

Short Internal Suspension

- The Principal or their delegated authority may suspend a student, in accordance with the school's Pastoral Care Procedures.
- A meeting to resolve the suspension, with the student and parent/caregiver, must be convened by the Principal or their delegated authority at the earliest opportunity. Parents have the right to a support person acceptable to both Principal and parent (eg. Aboriginal Education Worker, Special Education Adviser, Counsellor). Students should not be interviewed alone in relation to suspension issues.
- Where possible, a Principal or delegated authority must have a support person present during all meetings.
- During this meeting, appropriate pastoral care strategies will be discussed to assist the student. These may include the development of a contract indicating expectations regarding the student's behaviour, specific scheduling or timetabling, and monitoring of student behaviour. The consequences of continued unacceptable behaviour needs to be determined and clearly communicated to student and parents.
- If the unacceptable behaviour persists after two short suspensions, a longer suspension must be considered.

- The details of the suspension must be recorded with all relevant documentation retained on file at the school.
- Record keeping and access will be consistent with the Catholic Schools Office Privacy Policy 2001 and Schools Records - Keeping & Maintaining Policy 2002.

3.1.3 Long Suspension

- If short suspensions have not resolved the problem, or the misbehaviour is so serious as to warrant a long suspension, the Principal may impose a long suspension of up to and including twenty (20) school days. The school's Consultant must be advised of the suspension including its duration. Given the seriousness of long suspension, particular emphasis must be given to procedural fairness issues.
- A formal disciplinary interview must be held with the student prior to making the decision to suspend. Principals must ensure that the student knows what the suspension is for, and that the student has an appropriate person present at the interview. The main issues of the interview must be recorded. Where a report from the school Counsellor is available, it may be used for this interview.
- A meeting to resolve the suspension, with the student and parent/caregiver, must be convened by the Principal at the earliest opportunity. Parents have the right to a support person acceptable to both Principal and parent (eg. Aboriginal Education Worker, Special Education Adviser, Counsellor).
- Where possible, a Principal must have a support person present during all meetings.
- During this meeting, appropriate pastoral care strategies will be discussed to assist the student upon their return to school. There may include the development of a contract indicating expectations regarding the student's behaviour, specific scheduling or timetabling, and monitoring of student behaviour.
- The further consequences of continued unacceptable behaviour need to be determined and clearly communicated to the student and the student's parents.
- Record keeping and access will be consistent with Catholic Schools Office *Privacy Policy 2001 and School Records - Keeping and Maintaining Policy 2002*.

3.1.4 Deciding on, Notifying and Resolving a Suspension

3.1.4.1 Decision

- i) The decision to suspend must be taken by the Principal, or in the Principal's absence, the acting Principal.
- ii) The Principal must inform the student of the precise grounds on which suspension is being considered. The student must be given the opportunity to respond. The student's response must be considered before a decision to suspend is made.

3.1.4.2 Notification

- i) A student will not be sent out of the school before the end of the school day without notification being made to the parent/caregiver, and if necessary, agreement reached about arrangements for the collection of the student from school.
- ii) Notification of suspension must be made to parents/caregivers in writing.
- iii) In all cases, it is desirable that the notification includes:
 - notice of the suspension
 - the date and probable duration of the suspension
 - the reasons for the suspension
 - a program of work, provided by the school, for the student to continue their studies while suspended
 - the importance of parental assistance in resolving the matter
- iv) The Principal must inform relevant/appropriate staff, and the school's Consultant.
- v) If consideration is being given to proceeding to expulsion from the school, the notification of suspension should make this intention plain.

3.1.4.3 Resolution

- i) The Principal must convene a suspension resolution meeting, to facilitate the students return to school, of personnel involved in the welfare and guidance of the school, including the parents/caregivers, school Counsellor.
- ii) If parents/caregivers are unable or unwilling to attend a meeting, the Principal should consider the individual merits of the case and attempt to ensure that the student is back at school on or before the concluding date of the suspension period.
- iii) All meetings and interviews are to be recorded with the documentation retained on file at the school.

3.2 Expulsion

Expulsion means total exclusion of a student from attendance at the school of enrolment within the diocese of Maitland-Newcastle.

Expulsion is an extreme disciplinary step reserved for cases of gross misconduct, extremely grave breaches of school rules and behaviour that is persistently disruptive and/or dangerous.

In normal circumstances expulsion is subject to the following guidelines, however, it is recognised that, in very limited circumstances of the most serious kind, an immediate expulsion may have to be imposed.

Expulsion is a sanction to be applied as a last resort when other disciplinary measures, including suspension, have not produced a satisfactory outcome. In deciding to expel a student, careful consideration must be given to the welfare of the student and to the overall good and/or safety of the school community.

The Principal should ensure, except as a result of a most serious incident, that all appropriate welfare strategies and discipline options have been implemented and documented, prior to expelling a student from the school because of misbehaviour.

Prior to making a decision to expel, the student must receive at least one formal written warning that such action is being considered.

3.2.1 Deciding on and Notifying an Expulsion

3.2.1.1 Decision

- i) The decision to expel must only be made by the Principal.
- ii) The Principal must inform the student and the school's Assistant Director of the precise grounds on which expulsion is being recommended.
- iii) The student must be given the opportunity to respond. The student's response must be considered before a decision to expel is made.
- iv) Prior to a decision being made to expel a student, the Principal must seek advice from relevant and appropriate personnel, e.g. Parish Priest where relevant, school's Counsellor, school's Assistant Director.
- v) If the student is under 15 years of age, the Principal will explore enrolment alternatives with the school's Assistant Director prior to finalising the expulsion.

3.2.1.2 Notification

Having reached a decision to expel a student from the school, the following steps must be put in place:

- i) A student will not be sent out of the school before the end of the school day without notification being made to the parent/caregiver, and if necessary, agreement reached about arrangements for the collection of the student from school.
- ii) Notification of expulsion must be made to parents/caregivers in writing. In all cases, the notification must include:
 - Notification of the expulsion. This formal advice should also state the student's/parents' right to appeal the decision and the appropriate procedures for submitting an appeal.
 - The reasons for the expulsion.
- iii) The Principal must inform relevant/appropriate staff, the school's Assistant Director and where warranted, the student's Parish Priest.
- iv) The Principal should assist the student to find suitable alternative placement in another Catholic school if appropriate, particularly where the student is under 15 years of age.
- v) Documentation of all steps involved and record of any interview/correspondence must be completed.
- vi) Having completed the action outlined above, the Principal must forward a copy of all documentation related to the incident and subsequent expulsion to the Director of Schools, Catholic Schools Office.

Right of Appeal

Students and parents/caregivers, who consider that correct procedures have not been followed, or that an unfair decision has been made, may appeal.

- The student's parents have a right to appeal against a notification of expulsion within five (5) working days of the action.
- This appeal is made in writing to the Director of Schools stating the grounds on which the appeal is being made.
- In hearing an appeal, the Director of Schools will be assisted by a Principal and a school Counsellor.
- Following an unsuccessful appeal, the student's parents have the right of appeal to the Bishop, Maitland-Newcastle Diocese, within thirty days. The Bishop or his appointee may appoint an appropriate person to hear appeals.

Procedural Fairness

Procedural fairness is a basic right of all individuals dealing with authorities. All communities have a legitimate expectation that all school and system personnel will follow these principles in all circumstances, especially when dealing with suspensions and expulsions.

Procedural Fairness is generally recognised as having two essential elements:

1. The right to be heard which includes:
 - The right to know why the action is happening
 - The right to know the way in which the issues will be determined
 - The right to know the allegations in the matter and any other information that will be taken into account
 - The right of the person against whom the allegations have been made to respond to the allegations
 - The right to an appeal
2. The right of a person to an impartial decision that includes:
 - The right to impartiality in the investigation and decision-making phases
 - The right to an absence of bias in the decision maker.

As part of ensuring the right to be heard, the Principal should establish if parents/caregivers require an interpreter and if so, make arrangements for one to be available.

The Principal should also ensure that students and parents/caregivers have access to policies and procedures under which action is being taken.

While it is generally preferable for the functions of investigating and decision-making be carried out by different people, in the school setting this may not always be possible.

If the Principal is conducting both the investigative and decision making stages, he or she must be reasonable and objective. Ultimately, the Principal must act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, it is acceptable to do so given the nature of the Principal's responsibilities. Nevertheless, it is always preferable to have another appropriate person, such as the Assistant Principal, carry out the investigation, if possible.

Note: For serious offences students must never be interviewed alone.

The availability of a line of appeal adds to the fairness of the process and offers a check in case there is a perception of a conflict of interest.

Restorative Justice Conference

After suspension the returning student will enter into a post suspension conference process. The people affected by the behaviour should preferably be involved. The parents are invited to participate along with those impacted by the poor behaviour. The purpose of the conference being to have the offender appreciate, at an emotional level, the affect of their actions upon others and to reflect on alternative responses they could have made. To assist the returning process the student will be placed on a 10 day monitoring card. This will include daily mentoring with the Student Welfare Coordinator.

LOW ZONE SUPPORT DOCUMENTATION

- 1. Low Zone Referral Form**
- 2. Low Zone Notification to Parents**
- 3. Lunchtime Detention**
- 4. Reflection Sheet 1 for Lunchtime Detention**
- 5. Teacher/Student Restorative Meeting register**

**RESTORATIVE ACTION PROCEDURES
LOW ZONE REFERRAL FORM**

Teacher's Name _____ **Date:** _____

Student's Name _____ **PC** _____

Issue/Concern/Incident

- pattern of unsatisfactory response to classroom/playground management strategies
- unexplained absence from class
- unexplained consistent lateness to school
- harassment of others
- chewing gum
- misuse of white-out
- possession of aerosol cans or pump spray deodorants
- leaving school grounds without permission
- Throwing of food

Course of Action already taken by the Teacher to remediate this behaviour

- Classroom/playground management strategies

Specify:

- Written communication with parents via the diary
- Time out - with another teacher by arrangement
- School/playground clean-up
- In class detention - recess/lunch - classroom teacher responsible
- Other _____

Teacher/Coordinator's Comment: (where appropriate)



ALL FOR CHRIST

Davis Street, Taree 2430

Telephone: 02 6552 3300

Fax: 02 6552 3656

Email: admin@tareesc.mn.catholic.edu.au

RESTORATIVE ACTION PROCEDURES

Low Zone Parent Notification

Date: _____

Dear Parent/Guardian

Your child _____ has been placed in the Low Zone as a result of the following behaviour/s:

The school community would welcome your support in discussing these behaviours with your child. St Clare's values the restoration of right relationships and enlists your support in helping your child grow towards responsible self-discipline.

We welcome the opportunity to engage in further collaboration with you in order to better support your child.

Yours sincerely

Teacher

Coordinator

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PLEASE DETACH AND RETURN, SIGNED, TO YEAR COORDINATOR

I have received the letter regarding my child's behaviour and understand they will serve a lunchtime detention, complete a reflection sheet regarding the reasons for the detention. Also, that following this, the referring teacher and my child will meet to restore their fractured working relationship.

Student's Name: _____

Parental Signature: _____

The Low Zone refers to situations which call for additional support from Studies and/or Student Coordinators and parents.

The responsibilities for the student placed in this zone are:

- attendance at (1) lunchtime detention where they will complete Reflection Sheet 1 regarding their own behaviour and school values and decide on a restorative action plan; and
- they will meet with the referring teacher to review the reflection sheet and restore their fractured working relationship.

Please Note:

In some instances the student may be withdrawn from class/playground depending on the situation.

RESTORATIVE ACTION PROCEDURES

LOW ZONE

LUNCHTIME DETENTION

WHEN: Monday, Wednesday and Friday - Lunch 1

WHERE: Room 18

SUPERVISION: Volunteer staff in lieu of playground duty

PROCEDURES:

1. Student/Studies Coordinator writes in the Restorative Action Procedures Register Folder located in the General Office.
2. Supervising staff collects this folder from the General Office.
3. Supervising staff marks attendance of students via Register Sheet, distributes Reflection Sheets to students and supervises their completion.
4. Supervising staff collects completed sheets and returns them to the folder.
5. Supervising staff returns folder to the General Office.
6. Supervising staff returns reflection sheet to referring Coordinator.
7. Following restorative meeting reflection sheet return to Student Coordinator for filing.



RESTORATIVE ACTION PROCEDURES- REFLECTION SHEET

‘I have come so that you might have life and have it to the full’

John 10:10

STUDENT REFLECTION on the behaviour which led to LOW ZONE referral

REFERING COORDINATOR _____

Date _____ **Student’s Name** _____

Area of concern _____

Students are required to consider the following and complete their reflections in the spaces provided. Please give your honest response.

1. Describe what happened and who was affected?

2. Who has been affected by what happened?

MEDIUM ZONE SUPPORT

DOCUMENTATION

- 1. Medium Zone Referral Form**
- 2. Medium Zone Notification to Parents**
- 3. Lunchtime Detention**
- 4. Reflection Sheets for Lunchtime Detention**
- 5. Teacher/Student Restorative Meeting register**
- 6. Subject Monitoring Card**
- 7. Mentoring Register Sheet**

**RESTORATIVE ACTION PROCEDURES
MEDIUM ZONE REFERRAL FORM**

Teacher's Name _____ **Date:** _____

Student's Name _____ **PC** _____

Issue/Concern/Incident

- pattern of repetition of low zone behaviours
- bullying/harassment/abuse of others
- abuse of other students
- serious damage to property
- serious misbehaviour at public or extra-curricular activities
- abuse of internet and mobile phone privileges

Course of Action already taken by the Teacher to remediate this behaviour

- Classroom / playground management strategies
Specify:

- Written communication with parents via the diary
- Time out - with another teacher by arrangement
- School/playground clean-up
- In class detention - lunch - classroom teacher responsible
- Written communication with parents via the diary
- Time out – with another teacher by arrangement
- School/playground clean-up
- Other _____

Teacher/Coordinator's Comment: (where appropriate)

Date: _____



ALL FOR CHRIST

Davis Street, Taree 2430

Telephone: 02 6552 3300

Fax: 02 6552 3656

Email: admin@tareesc.mn.catholic.edu.au

RESTORATIVE ACTION PROCEDURES

Date: _____

Dear Parent/Guardian

Your child _____ has been placed in the

Medium Zone as a result of the following behaviour/s:

The school community would welcome your support in discussing these behaviours with your child. St Clare's values the restoration of right relationships and enlists your support in helping your child grow towards responsible self-discipline.

We welcome the opportunity to engage in further collaboration with you in order to better support your child.

Yours sincerely

Teacher

Coordinator

Assistant Principal

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PLEASE DETACH AND RETURN, SIGNED, TO YEAR COORDINATOR

I have received the letter regarding my child's behaviour and understand they will serve three lunchtime detentions, complete three reflection sheets regarding the reasons and desired outcomes of the detention. Also, that following these, the referring teacher/Coordinator and my child will meet to restore their fractured working relationship.

Student's Name: _____

Parental Signature: _____

The Medium Zone refers to situations which call for additional support from Studies and/or Student Coordinators and parents.

The responsibilities for the student placed in this zone are:

- daily attendance at mentoring meetings which Student Coordinator/Studies Coordinator to discuss/review their progress; and
- attendance at three (3) lunchtime detentions where they will reflect on their own behaviour and school values and decide on a restorative action plan. They will meet with the referring teacher/Coordinator to review the reflection sheets and restore their fractured working relationship.
- Where the behaviour is subject related, the student is expected to carry a Subject Monitoring Card.

Please Note:

In some instances the student may be withdrawn from class/playground depending on the situation.

RESTORATIVE ACTION PROCEDURES

MEDIUM ZONE

LUNCHTIME DETENTION

WHEN: Monday, Wednesday and Friday - Lunch 1

WHERE: Room 18

SUPERVISION: Volunteer staff in lieu of playground duty

PROCEDURES:

1. Student/Studies Coordinator writes in the Restorative Action Procedures Register Folder located in the General Office.
2. Supervising staff collects this folder from the General Office.
3. Supervising staff marks attendance of students via Register Sheet, distributes Reflection Sheets to students and supervises their completion.
4. Supervising staff collects completed sheets and returns them to the folder.
5. Supervising staff returns folder to the General Office.
6. Supervising staff returns reflection sheet to referring Coordinator.
7. Following restorative meeting reflection sheet return to Student Coordinator for filing.



RESTORATIVE ACTION PROCEDURES- REFLECTION SHEET
'I have come so that you might have life and have it to the full'

John 10:10

**STUDENT REFLECTION ON THE BEHAVIOUR
WHICH LED TO MEDIUM ZONE REFERRAL**

REFERING COORDINATOR _____

Date _____ **Student's Name** _____

Area of concern _____

Students are required to consider the following and complete their reflections in the spaces provided. Please give your honest response.

1. Describe what happened.

2. Who has been affected by what happened?



RESTORATIVE ACTION PROCEDURES- REFLECTION SHEET
'I have come so that you might have life and have it to the full'

John 10:10

**STUDENT REFLECTION ON THE BEHAVIOUR
WHICH LED TO MEDIUM ZONE REFERRAL**

Day 2 Date _____ Student's Name _____

Students are required to consider the following and complete their reflections in the spaces provided. Please give your honest response.

3. How are you feeling about what happened?

4. How do you think the other people affected by your actions feel?



RESTORATIVE ACTION PROCEDURES- REFLECTION SHEET
'I have come so that you might have life and have it to the full'

John 10:10

**STUDENT REFLECTION ON THE BEHAVIOUR
WHICH LED TO MEDIUM ZONE REFERRAL**

Day 3 Date _____ Student's Name _____

Students are required to consider the following and complete their reflections in the spaces provided. Please give your honest response.

5. What can you do to make things right?

6. If it happened again what would you do?

SUBJECT MONITORING CARD



“I have come so that you may have life and have it to the full” John 10:10

At St Clare’s we respect other people, ourselves and the learning environment.

NAME: _____

SUBJECT: _____

GOALS:

1. _____

2. _____

3. _____

DATE OF ISSUE: ____ / ____ / 20____

STUDIES COORDINATOR: _____

Week 1

D/L	Goals			Teacher Comment & Signature	Coordinator
	1	2	3		
/					
/					
/					
/					
Parent Signature: _____					

Week 2

D/L	Goals			Teacher Comment & Signature	Coordinator
	1	2	3		
/					
/					
/					
/					
Parent Signature: _____					

STUDENT RESPONSIBILITIES

- Students are responsible for their card at all times.
- They are to present it at the beginning of the lesson, ensure that it is filled out and collect it at the end.
- They must ensure that it is signed at the end of the week by their parents.
- They are responsible for reporting to the Studies Coordinator during Pastoral Care.
- They are responsible for satisfactorily achieving the negotiated goals as listed on the card.
- For neglecting these responsibilities consequences may include unsatisfactory notation on the monitoring card by the Studies Coordinator for the lesson in question.
- Three (3) unsatisfactory ratings will result in the maintenance of the monitoring card for a further ten-day cycle.

HIGH ZONE SUPPORT

DOCUMENTATION

1. High Zone Referral Form
2. After School Detention
3. Reflection Sheet for Afternoon Detention
4. Afternoon Detention Register Sheet
5. General Monitoring Card
6. High Zone Notification to parents
7. High Zone Referral Form



ALL FOR CHRIST

Davis Street, Taree 2430

Telephone: 02 6552 3300

Fax: 02 6552 3656

Email: admin@tareesc.mn.catholic.edu.au

RESTORATIVE ACTION PROCEDURES

Date: _____

Dear Parent/Guardian

Your child _____ has been placed in the High Zone as a result of the following behaviour/s:

The school community would welcome your support in discussing these behaviours with your child. St Clare's values the restoration of right relationships and enlists your support in helping your child grow towards responsible self-discipline. A part of this process involves attendance at an afternoon supervised detention where your child will be given the opportunity to reflect on their own behaviour and work towards creating strategies to right any fractured relationships. The date set aside for the afternoon detention is _____.

We welcome the opportunity to engage in further collaboration with you in order to better support your child.

Yours sincerely

Year Coordinator

Principal

----- ✂ -----

PLEASE DETACH AND RETURN, SIGNED, TO YEAR COORDINATOR

I have received the letter regarding my child's behaviour.

Student's Name: _____

Parental Signature: _____

Date: _____

The High Zone refers to situations which call for additional support from Coordinators, Assistant Principal, Principal, Parents/Guardian and Outside Agencies.

The responsibilities for the student placed in this zone:

- Daily attendance at mentoring meetings with Student Coordinator to discuss/review their progress.
- Attendance at an Afternoon Detention to reflect on their own behaviour and school values and to decide on a restorative action plan which may include service to the community and/or a formal apology for behaviour.
- Carrying a ten-day monitoring card across all subjects.

Please Note:

In some instances responses may include Internal Suspension, Contact with Outside Agencies, and loss of privileges.

RESTORATIVE ACTION PROCEDURES

HIGH ZONE

AFTER SCHOOL DETENTION

WHEN: **Determined by the Coordinator**

WHERE: **Administration Building**

SUPERVISION: **Student Coordinator**

PROCEDURES:

1. Student Coordinator writes in the Restorative Action Procedures Register. Folder located in the General Office.
2. Supervising staff collects this folder from the General Office.
3. Supervising staff marks attendance of students via Register Sheet, distributes Reflection Sheets to students and supervises their completion.
4. Supervising staff collects completed sheets and returns them to the folder.
5. Supervising staff returns folder to the General Office.



RESTORATIVE ACTION PROCEDURES- REFLECTION SHEET

‘I have come so that you might have life and have it to the full’

John 10:10

AFTERNOON DETENTION REFLECTION SHEET

Date _____ Student's Name _____

Students are required to consider the following and complete their reflections in the spaces provided. Please give your honest response.

1. What did you do that led to High Zone Referral?

2. What can you do to avoid this in the future?

3. What might stop you from achieving this?

4. What can you do as service to your community to make up for what you have done?

GENERAL MONITORING CARD



“I have come so that you may have life and have it to the full” John 10:10

At St Clare’s we respect other people, ourselves and the learning environment.

NAME: _____

SUBJECT: _____

GOALS:

1. _____

2. _____

3. _____

DATE OF ISSUE: ____ / ____ / 20 ____

STUDENT COORDINATOR: _____

Day 1 ____ / ____ / 20__

L	Goals			Teacher Comment & Signature	Coordinator Comment
	1	2	3		
1					
2					
3					
4					
5					

Parent Signature: _____

Day 2 ____ / ____ / 20__

L	Goals			Teacher Comment & Signature	Coordinator Comment
	1	2	3		
1					
2					
3					
4					
5					

Parent Signature: _____

Day 3 ____ / ____ / 20__

L	Goals			Teacher Comment & Signature	Coordinator Comment
	1	2	3		
1					
2					
3					
4					
5					

Parent Signature: _____

Day 4 ____ / ____ / 20__

L	Goals			Teacher Comment & Signature	Coordinator Comment
	1	2	3		
1					
2					
3					
4					
5					

Parent Signature: _____

Day 5 ____ / ____ / 20__

L	Goals			Teacher Comment & Signature	Coordinator Comment
	1	2	3		
1					
2					
3					
4					
5					

Parent Signature: _____

STUDENT RESPONSIBILITIES

- Students are responsible for their card at all times.
- They are to present it at the beginning of the lesson, ensure that it is filled out and collect it at the end.
- They must ensure that it is signed at the end of the week by their parents.
- They are responsible for reporting to the Student Coordinator every morning.
- They are responsible for satisfactorily achieving the negotiated goals as listed on the card.

For neglecting these responsibilities consequences may include unsatisfactory notation on the monitoring card by the Student Coordinator for the lesson in question.

Four (4) unsatisfactory ratings will result in the maintenance of the monitoring card for a further ten-day cycle.

RATIONALE FOR A SCHOOL UNIFORM POLICY

The Catholic school endeavours to provide an experience of high quality interpersonal relationships of care and support. As a result the culture of the school needs to be respectful of the individual, a safe and secure environment and one that is healthy allowing students to become discerning self-disciplined and contributing members of society.

Therefore, the wearing of regulation school uniform and wearing it correctly are signs of self respect and respect for others in the school community. It is a symbol of community membership, common purpose and beliefs. In terms of safety, the uniform provides for modesty, identity and is protective in the daily school environment.

The uniform sets boundaries and parameters for dress and personal presentation. The setting of such boundaries and students compliance with them are important in developing self-discipline, perspective and balance in life and a sense of right and wrong.

SCHOOL UNIFORM REQUIREMENTS

Students are required to wear the correct uniform as outlined in the Student/Parent Handbook. **If they cannot wear the full uniform a note of explanation from parents must be given to the Student Coordinator.** This should have the date and parent's signature. The Student Coordinator will issue a Uniform Check Slip.

Items are only available from Workwise Clothing Group, 5 Marathon Street, Taree (6552 2371). Full school uniform is to be worn to and from school. Sports uniform is worn to school on sports day. On PD/H/PE lesson day sports uniform is brought to school and must be worn for the PD/H/PE lesson.

GIRLS' UNIFORM 7 – 10

- Lemon Blouse
- Inverted pleat style skirt
- Short white socks. Socks are to be at least ankle length
- Black tights - Terms 2 & 3 (Optional)
- Black School Scarf – Terms 2 & 3 (Optional)
- Woollen jumper or fleece top or tracksuit jacket (all with school crest)
- Microfibre trackpants (optional - sport day only)
- Slacks (optional)
- Black School Cap (Optional)
- Black leather tongued, lace up shoes - polishable leather uppers.

**Available only
from Workwise
Clothing Group**

GIRLS' UNIFORM 11 – 12

- Green Blouse
- Inverted pleat style skirt
- Short white socks. Socks are to be at least ankle length
- Black tights - Terms 2 & 3 (Optional)
- Black School Scarf – Terms 2 & 3 (Optional)
- Woollen jumper or fleece top or tracksuit jacket (all with school crest)
- Slacks (optional)
- Black leather tongued, lace up shoes - polishable leather uppers.
- May wear their commemorative jacket

**Available only
from Workwise
Clothing Group**

GIRLS' SPORT 7 - 10

- Polo shirt with school crest
- St Clare's bottle green microfibre shorts
- Short white socks
- Black School Cap (Optional)
- Year 10 may wear their commemorative sports shirt
- Joggers or gym boots
- PDHPE cap or visor (compulsory for sport and practical lessons)

**Available only
from Workwise
Clothing Group**

BOYS' UNIFORM 7 – 10

- White short sleeved shirt with school crest
- Grey permanent press fabric shorts
- Grey permanent press fabric long pants (optional)
- Belts optional – Plain Black only
- Drill shorts or trousers are not to be worn
- School grey socks
- Woollen jumper or fleece top or tracksuit jacket (all with school crest)
- Microfibre trackpants (optional sport day only)
- Black School Cap (Optional)
- Black leather tongued, lace up shoes - polishable leather upper

**Available only
from Workwise
Clothing Group**

BOYS' UNIFORM 11 - 12

- White short sleeve shirt with school crest
- Grey permanent press fabric shorts
- Grey permanent press fabric long pants (optional)
- Belts optional – Plain Black only
- drill shorts or trousers are not to be worn
- School grey socks
- Woollen jumper or fleece top or tracksuit jacket (all with school crest)
- Black leather tongued, lace up shoes - polishable leather upper
- May wear their commemorative jacket

**Available only
from Workwise
Clothing Group**

BOYS' SPORT 7 - 10

- St Clare's bottle green microfibre shorts
- Polo shirt with school crest
- White socks above ankle
- Black School Cap (Optional)
- Joggers or gym boots
- Year 10 may wear their commemorative sports shirt

**Available only
from Workwise
Clothing Group**

SCHOOL UNIFORM STANDARDS

GIRLS' SCHOOL UNIFORM

BLOUSE

1. Top button is to be done up
2. No underwear is to be visible... must be white or skin tone
3. Sleeves are to be worn down

SKIRT

1. Must be worn on or above hip bone at a modest length

SOCKS/HOISERY

1. Plain White
2. Above the ankle
3. Black tights (purchased only from Workwise Clothing Group)
4. Stockings must not be worn with socks over them

KNITWEAR

1. Regulation school jumper, either fleece or wool
2. Coloured knitwear, if worn must be covered by correct school knitwear

TRACKSUIT

1. St Clare's tracksuit: Microfibre with School Crest
2. Jacket may be worn over the school jumper

GIRLS' SPORTS UNIFORM

SHORTS

Bottle Green Microfibre

SHIRT

Polo Shirt with Crest

Sleeves to be worn down

SHOES

Fully enclosed joggers

SWIMMERS

Appropriate

CAP

White, green & gold PDHPE Cap or Visor

BOYS' SCHOOL UNIFORM

SHIRT

No underwear is to be visible - Undershirt/singlets must be plain white

SHORTS/TROUSERS

Plain Grey permanent press uniform shorts or trousers
Must be worn on or above the hip bone
Size is not to be excessive: no more than one size over

BELT

Plain Black only

SOCKS

School Grey socks
Above the ankle

KNITWEAR

Must be St Clare's school jumpers either fleece or wool
Coloured knitwear if worn, must be covered by the correct school knitwear

TRACKSUIT

St Clare's Microfibre with School Crest
May be worn over the school jumper

BOYS' SPORTS UNIFORM 7 - 10

SHORTS

Bottle Green Microfibre

SHIRT

Polo Shirt with Crest or Year 10 only commemorative shirt
Sleeves to be worn down

SOCKS

Plain white
Above the ankle

SHOES

Fully enclosed joggers

SWIMMERS

Appropriate

CAP

White, green & gold PDHPE Cap or Visor

GENERAL UNIFORM

Hair

- Hair is to be well groomed and kept tidy.
- Long hair (longer than shoulder length) must be tied for all practical lessons.
- Hair accessories plain black, green or gold.
- No dreadlocks, shaved patches or other extremes.
- Short hair - nothing under a No 3.
- Facial Hair - clean shaven
- Colour – 1 or 2 shades for the natural looking colour of hair are acceptable. It is not acceptable to have patches, panels, streaks and tips such as blonde, black, green, purple, blue etc.
- Hair accessories are to be plain in either black, gold or green.

Jewellery

The only acceptable jewellery is:

- a watch
- a small ring
- a silver or gold metal stud or sleeper, maximum 1 per ear lobe.
- a small crucifix or religious symbol on a fine chain
- single bracelet permissible
- Jewellery is to be kept to a minimum. Eyebrow, nose, face, tongue and lip jewellery are not acceptable

Makeup

Makeup is not allowed

Shoes

Black, leather, tongued, lace-up and polishable school shoes. Boots are not acceptable.

Body Art

Tattoos are not acceptable.

RESPONSES TO INCORRECT UNIFORM

Students who come to school with incorrect uniform must have a letter of explanation from their parents/guardians to avoid being entered into the system. This letter must be presented to their Student Coordinator as soon as they arrive at school. They will then be issued with a Uniform Check Slip.

<p>St Clare's High School - Uniform Check Slip</p> <p>Name _____</p> <p>of Year? Has Permission to wear on ____/____/____</p> <p>Item _____</p> <p>_____</p> <p>_____ <i>Student Coordinator</i></p> <p>Please keep this pass for the day indicated and how it upon request</p>
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Parents will be notified of continued infringements and their support sought to rectify the situation. For those students who continue to ignore the uniform expectations, sanctions will be applied including the possibility of referral to the Zone System outlined in the Pastoral Care Policy.



RESTORATIVE ACTION PROCEDURES- REFLECTION SHEET
‘I have come so that you might have life and have it to the full’

John 10:10

STUDENT REFLECTION on the behaviour which led to UNIFORM DETENTION

REFERING COORDINATOR _____

Date _____ **Student’s Name** _____

Area of concern _____

Students are required to consider the following and complete their reflections in the spaces provided. Please give your honest response.

1. What uniform rules did you fail to conform with?

3. How are you going to make sure you do not make this error again?

MECHANISMS FOR FAILURE TO ATTEND SPORT

Failure to attend sport without a valid reason will be responded to on 3 levels.

Level 1

Students who do not attend sport will attend a Non-Sport class during sport time.

Level 2

Those students who do not have a valid reason will be entered onto the database and a letter will be sent home.

Level 3

Those students who have been entered onto the database (3) times in a term will be place in the Low Zone.



ALL FOR CHRIST

Davis Street, Taree 2430

Telephone: 02 6552 3300

Fax: 02 6552 3656

Email: admin@tareesc.mn.catholic.edu.au

Dear Parent/Guardian

First notification of failure to attend sport

Participation in sport provides the opportunity for students to discover and develop their own potential, to develop those abilities with which each has been blessed. Sport in the fullest sense, can direct young people through formative years toward responsible citizenship, whereby they can effectively contribute to society.

Sport is an integral part of the NSW Board of Studies Curriculum and as such attendance at Sport in this school is a requirement for successful completion of Stages 4 and 5.

Your son/daughter has attended non-sport class without explanation **once**. This situation is not ideal and cannot continue.

Could you please assist by ensuring that your son/daughter comes to school with the necessary equipment and money for their chosen activity.

Please sign and return the notification slip to the office. All notifications will be kept on your student's file for future reference.

Yours in sport

Sport Coordinator

Principal

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Please sign and return to the Sport Coordinator

I/we have received notification of failure to attend sport for _____
Student name
and have discussed the consequences attached to the continued failure to participate.

Signed: _____
(Parent/Guardian)



Dear Parent/Guardian

Second notification of failure to attend sport

Participation in sport provides the opportunity for students to discover and develop their own potential, to develop those abilities with which each has been blessed. Sport in the fullest sense, can direct young people through formative years toward responsible citizenship, whereby they can effectively contribute to society.

Sport is an integral part of the NSW Board of Studies Curriculum and as such attendance at Sport in this school is a requirement for successful completion of Stages 4 and 5.

Your son/daughter has attended non-sport class without explanation **twice**. This situation is not ideal and cannot continue; therefore a further incident would result in a Low Zone notification.

Could you please assist by ensuring that your son/daughter comes to school with the necessary equipment and money for their chosen activity.

Please sign and return the notification slip to the office. All notifications will be kept on your student's file for future reference.

Yours in sport

Sport Coordinator

Principal

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Please sign and return to the Sport Coordinator

I/we have received notification of failure to attend sport for _____

Student name

and have discussed the consequences attached to the continued failure to participate.

Signed: _____

(Parent/Guardian)



Dear Parent/Guardian

Third notification of failure to attend sport

Participation in sport provides the opportunity for students to discover and develop their own potential, to develop those abilities with which each has been blessed. Sport in the fullest sense, can direct young people through formative years toward responsible citizenship, whereby they can effectively contribute to society.

Sport is an integral part of the NSW Board of Studies Curriculum and as such attendance at Sport in this school is a requirement for successful completion of Stages 4 and 5.

Your son/daughter has attended non-sport class without explanation **three** times. This situation is not ideal and cannot continue.

Could you please assist by ensuring that your son/daughter comes to school with the necessary equipment and money for their chosen activity.

I would appreciate it if you would discuss the matter of non-attendance at Sport with your son/daughter. As this is the third occasion your child has attended non-sport class without a valid reason they will now be placed in the Low Zone with the associated consequences.

Please sign and return the notification slip to the office. All notifications will be kept on your student's file for future reference.

Yours in sport

Sport Coordinator

Principal

-----><-----

Please sign and return to the Sport Coordinator

I/we have received notification of failure to attend sport for _____
Student name
and have discussed the consequences attached to the continued failure to participate.

Signed: _____
(Parent/Guardian)