

Values in Action – Student Guidelines

Identity statement

At Sacred Heart Central School, we celebrate our faith in Jesus and live with hope, teach to inspire and learn with courage.

Mission

At Sacred Heart Central School in partnership with parents and caregivers, we are committed to educating students who...

Live a vibrant faith
Act with kindness, compassion and justice
Serve with wisdom and integrity

Build an inclusive community
Learn purposefully and think critically
Embrace opportunities
Lead to make a difference

Vision

Learn, Lead, Live
Learn as a way of life, Lead to make a difference, Live with hope
Bunbgang, Yalmambirra, Winya
(Wiradjuri)

Positive Behaviours Program

Sacred Heart seeks to affirm positive behaviour that promotes strong community service, application and gospel values. This includes regular and public recognition through a weekly award program, our newsletter, facebook, local media and various special awards, as well as our end of year presentation for major award winners.



Awards given at Sacred Heart

Daily – by all staff

- ✓ GOTCHAS – ES1 to S3
- ✓ House Points – Year 7 to Year 10

Weekly – at morning assemblies

- ✓ Shirley Bear – ES1 and S1
- ✓ Star of the Week – ES1 to S3
- ✓ Secondary Recognition Awards
- ✓ Weekly Canteen Vouchers – GOTCHA draws - Infants \$2, Primary \$3, Secondary House Point draw \$5.

Class Assemblies - Primary

- ✓ Aussie of the Month – ES1 to S3
- ✓ Principal Awards – ES1 to S3 – Students who have obtained 10 GOTCHAS

- ✓ Good Manners, MJR, Christian Leadership & Sportsmanship Awards – given at class assemblies

Term Awards - Secondary

- ✓ Term One and Three – Subject encouragement awards
- ✓ Term Two – Subject achievement awards
- ✓ Overall House Point Winner

Annual Awards Presentation – includes academic, improvement, effort, Christian leadership, citizenship, sporting and cultural awards.

Rights and Responsibilities

The Making Jesus Real (MJR) program is a values program focussing on positive behaviours. At its very core, the program strives to develop resilience, reflection, self-belief, motivation, adaptability, reliability, team building and capacity to listen. Furthermore, the program strives to help foster a relationship with Jesus that is real and applicable to staff and students in their daily lives.

At Sacred Heart, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. **We believe that bullying is unacceptable and we (students, staff and parents) all share a responsibility for preventing it.**

Rights

- Every person has the right to feel safe.
- Every person has the right to be treated with respect and fairness.
- Every student has the right to learn.

Responsibilities

- Every person has the responsibility to:
- treat others with respect and dignity
 - refrain from hurtful behaviours
 - allow others to express themselves, share opinions and ask questions
 - contribute to a positive learning environment
 - maintain a clean, safe school
 - respect the property of every member of the school community



SAY NO TO BULLYING!

Bullying takes many forms, all of which cause distress. Examples include ongoing:

- **Physical** - hitting, pushing, tripping, kicking, spitting on others, etc
- **Verbal** - teasing, using offensive names, ridiculing, spreading rumours, etc
- **Non-Verbal** - writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures, etc
- **Exclusion** - deliberately excluding others from group, refusing to sit next to someone, etc
- **Extortion** - threatening to take someone's possessions, food or money, etc
- **Property** - stealing, hiding, damaging or destroying property, etc
- **Cyber** - any form of bullying which is carried out through electronic means such as mobile phones, email, chat room, social networking, 'sms', web page, etc

Students have the responsibility to:

- Treat all students with dignity and respect
- NOT exhibit any of the above behaviours
- Discourage bullying behaviour by taking on the role of pro-active bystander
- Report all instances of suspected bullying to a parent or staff member immediately

Parents have the responsibility to:

- Treat all within the school community with dignity and respect
- Support the school's policy and procedures on bullying and harassment
- Report all instances of suspected bullying to a staff member immediately
- Participate in meetings with the school so as to assist the staff with resolving the incidence of bullying involving their child.

Staff have the responsibility to:

- help students to develop competencies to challenge bullying attitudes and behaviours in themselves and others
- be aware of legislative requirements
- be models of caring and tolerant behaviours
- listen to and act upon reports of bullying and inform the Assistant Principal or Principal as soon as possible
- protect the person being bullied from further harm
- act to stop the behaviour recurring
- record identified bullying incidents

At Sacred Heart, suspected or alleged bullying behaviour will be addressed through non-punitive/restorative approaches in the first instance. Students who have been identified as displaying bullying behaviour will be managed using strategies outlined in the 'Flow Chart to Address Bullying Behaviour'.

At Sacred Heart students affected by bullying will be offered counselling and/or support to promote their recovery and to develop skills to prevent reoccurring victimisation.



To create a supportive school environment which encourages socially appropriate behaviour, students' social skills will be enhanced through; the use of targeted curriculum programs designed to enhance social and emotional learning, the recognition and praise of positive behaviours and the modelling by all school staff of positive behaviours. Positive reinforcements in the classroom and playground for students who are displaying responsible and considerate behaviour include; class based rewards, GOTCHAS and house points (acknowledging positive behaviours in all elements of school life).

Our values include:

- hope
- care and compassion
- respect
- honesty
- forgiveness
- mercy
- trustworthiness
- cooperation
- understanding and empathy
- tolerance
- faith
- stewardship
- justice
- excellence

These values also encourage students to:

- ✓ do their best
- ✓ treat others fairly
- ✓ be responsible for their actions
- ✓ follow principles of moral and ethical conduct
- ✓ and to stand up for the rights of others.



Making Jesus Real fully supports these values and is a positive and proactive way in which we encourage our students to model Jesus' excellent example.

Student Behaviour Levels – **Extenuating Circumstances will be considered by Principal and Assistant Principal prior to any level being awarded**

Level	Examples of behaviour	TO ACHIEVE THIS LEVEL	Communication Required
Gold Principal to issue	Continued and consistent bronze and silver behaviours.	<ul style="list-style-type: none"> • 2 Silver Awards (40 GOTCHAS or House Points) 	Front office notified and to type up certificates. Principal Certificate given out at Primary class assembly. Principal certificate given out at Secondary assembly. Invitation to Principal's lunch to all Gold students end of the year.
Silver Principal to issue (Primary) AP to issue (Secondary)	Continued to exhibit green behaviours AND Community Service <i>such as</i> : <ul style="list-style-type: none"> • Voluntary acts of service (assisting any member of the School community) including sporting events • Assisting with Year group activities • Outreach to new students • Helping at Information Nights, School Disco, etc • Consistent support of School rules (eg perfect uniform) • Participation in tryouts or representing the school in extracurricular activities such as sporting or debating teams • School prayer • Involvement in community days eg Sacred Heart day, Masses, Liturgies, carnivals, tabloids, trivia, Sacred Heart's got talent, etc 	<ul style="list-style-type: none"> • 2 Principal Awards Primary (20 GOTCHAS) • 2 Assistant Principal Awards Secondary (20 House Points) 	Principal and Assistant Principal to check with staff at Wellbeing meeting that students have participated in community service. Front office notified and to type up certificates. Principal Awards given out at class assembly. AP certificate given out at Secondary assembly.
Bronze Primary Co to issue (Primary) AP to issue (Secondary)	Continued and consistent green behaviours.	<ul style="list-style-type: none"> • 10 GOTCHAS = Principal's Award Primary = Bronze • 10 House Points 	Front office notified and to type up certificates. Principal Award & Bronze given out at class assembly. Bronze certificate given out at Secondary assembly by AP.



Student Behaviour Levels – **Extenuating Circumstances will be considered by Principal and Assistant Principal prior to any level being awarded**

Level	Examples of behaviour	TO RECOGNISE EXPECTED BEHAVIOURS	Communication Required
Green Classroom teacher All staff	<ul style="list-style-type: none"> • Participation <ul style="list-style-type: none"> • Arrive to class on time • Get involved • Stay on task • Complete all work appropriately • Respect <ul style="list-style-type: none"> • MJR behaviours • Speak kindly to others • Positive relationships with others • Follow instructions • Wear correct uniform with pride • Give others a chance to learn • Maintain a clean and tidy playground and classrooms • No offensive language/swearing • Responsibility <ul style="list-style-type: none"> • Be prepared for class • Make smart choices • Be responsible for your actions • Take care of equipment • Mobile phone on silent. Use only with teacher permission • Safe <ul style="list-style-type: none"> • Keep hands and feet to yourself • Take care of school property • Walk when in and around buildings • Have permission to enter/exit classrooms • Only bring 'allowed' items to school • Stay within bounds • Follow the rules for all games, etc 	<ul style="list-style-type: none"> • GOTCHAS (Primary) • House Points (Secondary) • Positive affirmation from staff • Awards at weekly, class and term assemblies 	Teacher to give to the student with verbal commendation.



Student Behaviour Levels – Extenuating Circumstances will be considered by Principal and Assistant Principal prior to any level being awarded

Level	Examples of behaviour	POSSIBLE RESPONSES/CONSEQUENCES	Communication Required
Yellow <i>Response/ Consequences Classroom Teacher</i>	<ul style="list-style-type: none"> • Not following uniform policy • Disrupting the class, calling out, inattention, rudeness • Not completing class tasks • Late to school/class/lines • Lack of equipment, books and other materials • Inappropriate use of iPad (refer to iPad policy) • Not completing homework regularly • Being in an out-of-bounds area 	<p>Examples of consequences:</p> <ul style="list-style-type: none"> • Behaviour Slip, Warning/Reprimand • Time out • Playground clean up • Change of seating arrangement • Make up of lost time as lunch or recess detention • Completion of work at lunch or recess detention • Contact parents if necessary <p>After completion of consequences, student will be placed back on Green level after one week of appropriate behaviour.</p>	<ol style="list-style-type: none"> 1. Student informed that a Behaviour Slip has been recorded. 2. PCA notified. 3. Classroom teacher contacts parents after 3 Behaviour Slips within 2 weeks. 4. More than 3 Behaviour Slips while on Yellow Level move to Orange Level.
Orange <i>Responses/ Consequences Assistant Principal</i>	<ul style="list-style-type: none"> • Repeated abuse of uniform policy – hair, jewellery, socks, tie • Ongoing Yellow behaviours • Rudeness to staff member, visitor or other student/s • Plagiarism/cheating • Inappropriate use of iPad (refer to iPad policy) 	<ul style="list-style-type: none"> • Behaviour Slip • Detention (1-3 days). May be followed by further consequences. • After school detention • Interview with student and/or teacher involves 'Restorative Practice Focus Questions' • Time out • Parents contacted • Removal of certain privileges such as off the playground • Community service – cleaning desks, clean up playground, weeding • Unable to attend excursions within that week • Student ineligible to win weekly prize for house points/GOTCHAS • Zero marks, alternate task (plagiarism/cheating) <p>After completion of consequences, student will be placed on Yellow level after one week and will work their way back to Green level after one week with teachers consulted as to good behaviours.</p>	<ol style="list-style-type: none"> 1. AP records incident on file. 2. Phone call to parent by AP. 3. Students at risk raised at Wellbeing meeting.



Student Behaviour Levels – Extenuating Circumstances will be considered by Principal and Assistant Principal prior to any level being awarded

Level	Examples of behaviour	POSSIBLE RESPONSES/CONSEQUENCES	Communication Required
Red Responses/Consequences Assistant Principal or Principal	<ul style="list-style-type: none"> • Continued examples of Yellow and Orange level behaviours • Gross disrespect eg deliberate rudeness and refusal to comply • Swearing at a staff member or visitor • Lying, abusive, malicious gossip, swearing at other students • Racism • Physical and/or verbal assault eg fighting, bullying, sexual harassment, offensive language • Cyber abuse in any form • Truancy • Technology misconduct – use or damage • Theft 	<ul style="list-style-type: none"> • Detention (3-5 days) • After school detention • Individual Behaviour Plan. Behaviour goals established • Daily monitoring sheet • Loss of privileges e.g. excursions, sport, camp (offsite excursions will be at the discretion of Principal until one week on Green Level has been completed. No overnight or out of town excursions whilst on red). • Possible isolation from class • Possible referral to SCL Team or outside agencies • Student ineligible to win weekly prize for house points/GOTCHAS • Counselling session • Students in Year 5 and Year 9 who have been placed on Red Level may be precluded from standing as a candidate for a student leadership position <p>After completion of consequences, student will be placed on Orange level and will work their way back to Green level over a three week period (one week each level). Must submit 5 consecutive monitoring days with good behaviour to move up from each level until yellow.</p>	<ol style="list-style-type: none"> 1. Assistant Principal or Principal records incident on student file 2. Letter sent home to parent outlining behaviour and consequences including formal suspension letter 3. CE notified of suspension 4. Phone call to parent by Principal and possible interview 5. Referral to CE Student Wellbeing and Diversity Team for further support
White (Level 4) Responses/Consequences Principal	<ul style="list-style-type: none"> • Continued examples of Yellow, Orange and Red behaviours. • Physically violent. • Possession of prohibited substance or item. • Uses or in possession of illegal substance. 	<ul style="list-style-type: none"> • Short Suspension of up to and including 4 days. • Long suspension for 5-20 days • See Suspension Policy. • Upon return students will be placed on Red Level and will work their way back to Green level over a four week period. Must submit 5 consecutive monitoring days with good behaviour to move from each level to yellow. Consequences from each level may still apply. • Exclusion with Director's permission. 	<ol style="list-style-type: none"> 1. All details recorded 2. Phone call to parent and letter sent home outlining behaviour and consequences 3. Resolution interview with parents/carers, Principal, Assistant Principal and student.

