



Pastoral Care and Behaviour Management Guidelines ¹

1. RATIONALE

St Raphael's adopts a whole school approach to creating a safe and supportive learning environment. We acknowledge the strong interconnections between student safety, student wellbeing and learning. A caring, respectful, supportive teaching and learning community exists at St Raphael's. Student safety and well-being are held in high regard. We believe they are enhanced when students feel connected to their school, have positive and respectful relationships with their peers and teachers, feel confident about their social and emotional skills and are satisfied with their learning experiences at school.

Our school's commitment to School-Wide Positive Behaviours for Learning is part of creating a safe and supportive environment. These behaviours help children develop sensitivity to the needs of others and understand that every action has a consequence. They also make children aware that, as Christian leaders, they have a responsibility to be an influence for good in their surroundings/community.

2. GUIDING PRINCIPLES

In the context of Catholic schools in the Archdiocese of Sydney, St Raphael's approach to pastoral care and behaviour management is based upon these beliefs:

- 2.1 Wellbeing is central to learning
- 2.2 Learning contributes to wellbeing
- 2.3 Each student has inherent dignity
- 2.4 Each student deserves the right to be safe
- 2.5 Each student is unique
- 2.6 Each student experiences life uniquely
- 2.7 Students are active partners in the development and achievement of their own wellbeing
- 2.8 Wellbeing is nurtured in the context of community
- 2.9 Parents play a key role in promoting wellbeing
- 2.10 Students can learn, and schools can teach knowledge and skills that support the achievement of wellbeing
- 2.11 Fostering and supporting the well-being of students is integral to being a good teacher
- 2.12 Catholic schools seek to positively influence student wellbeing
- 2.13 Catholic schools influence student well-being in distinctive and purposeful ways
- 2.14 School-wide positive behaviours for learning (SPBL) bring together the whole school community to contribute to developing a positive, safe, and supportive learning culture.
- 2.15 SPBL assists in improving social, emotional, behavioural and academic outcomes for children.

¹ Reviewed February 2024



3. POLICY

St Raphael's is proactive in attending to the key elements of the Wellbeing Framework.

The Framework identifies nine key elements to assist schools in planning, implementing, and maintaining a safe, supportive, and protective learning community that promotes student safety and well-being.

1. *Leadership commitment to a safe school*

The school leadership team accepts responsibility for developing and maintaining pastoral care and wellbeing structures that will support all members of the school community. These structures are regularly evaluated and reviewed, and updates are communicated to the whole school community.

2. *A supportive and connected school culture*

Through its inclusive actions and structures, the school clearly demonstrates respect and support for student diversity. Positive, caring, and respectful relationships are evident throughout the school community.

3. *Policies and procedures*

Whole-school, collaboratively developed policies, procedures, and structures for supporting safety and well-being are clearly understood and followed by all.

4. *Professional learning*

Ongoing professional learning is undertaken to ensure that all staff are updated with research and technology related to pastoral care and wellbeing. Staff are continually made aware of both the responsibilities and the limitations of their role.

5. *Positive behaviour management (SPBL)*

All staff members understand and implement fair, consistent, and positive approaches to student learning, support, and challenges. Students and, where appropriate, their parents are involved in positive behaviour planning.

6. *Engagement, skill development and safe school curriculum*

There is a strong focus on the enhancement of student engagement with learning. Relational teaching strategies are utilised, and social and emotional skills are taught and modelled across all year levels.

7. *A focus on student wellbeing and student ownership*

Strengths-based approaches to student learning and a range of opportunities for student ownership, decision-making, student voice and leadership are evident.

8. *Early intervention and targeted support*

There is an acknowledgement that some students struggle, for various reasons, to engage with learning successfully. Effective and respectful processes exist for the early identification of students and families who require additional support.

9. *Partnerships with families and community*

The school works collaboratively with parents, carers and the wider community to extend support to students and families. It provides opportunities for education on issues related to student well-being and safety.

At St Raphael's, the Framework is used to identify these nine key elements and assist key stakeholders in planning, implementing, and maintaining a safe, supportive, and protective learning community that promotes student safety and well-being.



4.1 The role of Sydney Catholic Schools (SCS):-

- 4.1.1 Provide a coherent policy framework
- 4.1.2 Provide professional learning activities to school and SCS personnel to support this policy
- 4.1.3 Resource support structures and personnel
- 4.1.4 Monitor compliance with this policy through existing protocols, such as Review and Inquiry and Strategic Review and Improvement (SRI)

4.2 The role of the Principal:-

- 4.2.1 Implement the Wellbeing and SPBL Framework in the school curriculum and procedures to prioritise safety, student well-being, pastoral care, and behaviour management.
- 4.2.2 Adopt and implement Archdiocesan policies that are aligned with the Wellbeing Framework
- 4.2.3 Observe all legislative requirements and engage as necessary with external agencies concerning student wellbeing
- 4.2.4 Engage internal and/or external specialist advice about wellbeing related matters as required
- 4.2.5 Work in partnership with SCS staff, parents and the school and broader Church community to achieve the purposes of this policy
- 4.2.6 Ensure that staff have a working knowledge of government and system policies and procedures
- 4.2.7 Respond promptly to any breach of this policy

4.3 The role of teachers:-

- 4.3.1 Create and maintain safe and positive learning environments
- 4.3.2 Model and promote socially responsible values and behaviour
- 4.3.3 Explicitly teach socially acceptable and responsible behaviour through the SPBL framework
- 4.3.4 Follow SCS and whole school policies and procedures to promote learner safety and wellbeing

The role of students:-

- 4.4.1 Follow school policies, procedures and guidelines concerning wellbeing
- 4.4.2 Contribute positively to the development of safe and inclusive learning environments
- 4.4.3 Report all concerns about their own wellbeing and that of fellow students
- 4.4.4 Follow the SPBL framework to support a positive, safe and supportive learning culture

The role of parents, families and carers:-

- 4.5.1 Ensure children are aware of and understand the requirements of policies and procedures relating to wellbeing in school
- 4.5.2 Work in partnership with the school to promote wellbeing in their children
- 4.5.3 Aware of the significant influence they have on their children's wellbeing



4.5.4 Support SCS and school policies and procedures concerning wellbeing and behaviour management

The role of the student counsellor

4.6.1 Familiarise themselves with all aspects of the [NSSF](#), including support documents

4.6.2 Contribute to the implementation of the Framework through their specific knowledge and clinical support

4.6.3 Follow SCS and whole school policies and procedures to enhance student well-being

4.6.4 Work in partnership with the school to support the wellbeing of students

School Counselling

The counsellor's role includes working with students individually or in a group situation and assisting the school and families by directing them to the relevant outside services and external agencies for support.

Procedures:

- Counsellor on site each week - Thursday
- **STEP 1:** The classroom teacher discusses concerns about a student with either the counsellor, and/or parents/carers, and/or Principal/Assistant Principal. This can happen at any time.

or

Parents/Carers discuss concerns about their child's social and emotional well-being with the classroom teacher.

- **STEP 2:** The classroom teacher or an appropriate other completes the referral form via a chronicle on Compass. This Chronicle entry is confidential and can only be viewed by teaching staff.
- **STEP 3:** The Principal discusses the referred students weekly with the counsellor. After the consultation, a determination is made, which is recorded on the chronicle. The teacher is notified of the determination. A decision on the course of action for the child is made on a case-by-case basis.
- **STEP 4:** If the child's referral has been approved, a cover letter outlining the counselling process will be attached with the consent form for the parents/carers' signature. The cover letter will give an overview of the course of action based on the child's well-being, noting that there may be a waitlist.



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- **STEP 5:** The counsellor contacts the parents/carers to discuss the child's well-being and how this is impacting their learning. The child attends counselling sessions on a short-term basis (10 sessions). The counsellor regularly communicates with the Principal/Assistant Principal, teachers, and the parents/carers to discuss the child's progress.
- **STEP 6:** After a period of time, the counsellor will review each student's case. If there has not been a positive improvement in the child's well-being, the counsellor will contact the parents to determine the next course of action. This will be communicated to the Principal/Assistant Principal and teachers.

ANY CHILD PROTECTION ISSUES OR CONCERNS are **IMMEDIATELY** REPORTED TO THE PRINCIPAL OR ASSISTANT PRINCIPAL.



School-Wide Positive Behaviours for Learning Procedures

To create a positive, respectful, and responsible environment, St Raphael's Catholic Primary School is committed to promoting positive behaviours for learning for all students.

Our School Expectations

Students are to **be safe** at all times.

Students are to **be respectful** to each other in words and actions. This means keeping their hands and feet off at all times.

Students are to **be a learner**, trying their best in all they do.

St Raphael's also enforces the No Hat, Shade play sun safe policy. Students without a hat are asked to play in the amphitheatre (K-2) or the undercroft on the top playground (3-6).

Expectations of Behaviour

Everyone in our school environment must clearly understand that acceptable and appropriate conduct is expected. This promotes justice and the dignity of all and relates to Christian living. Our behaviour expectations are:

Expectations	Behaviours
Be Safe	<ul style="list-style-type: none">- We keep our hands and feet to ourselves- We move sensibly and safely at all times- We play safely and in the correct area- We are sensible in the toilets- We care for school equipment- We use devices appropriately
Be Respectful	<ul style="list-style-type: none">- We show kindness to all children and adults through our words and actions- We listen and follow the teacher's instructions and directions- We use our manners and appropriate language- We show respect for all of God's creation- We are always honest- We play fairly and are a good sport- We wear our uniform correctly and with pride
Be a Learner	<ul style="list-style-type: none">- We take responsibility for our actions- We have a growth mindset- We are always proud of what we say and do- We listen to each other- We work as part of a team- We strive to do our best- We actively participate- We acknowledge others' point of view



Managing Inappropriate Behaviour

St Raphael's discipline procedures follow the principles of *"Restorative Justice"*, which are as follows:

1. Foster awareness in the students of how others have been affected.
2. Avoid scolding or lecturing. These often result in the student reacting defensively, which distracts them from noticing other people's feelings.
3. Involve the students actively. Instead of simply doling out punishment, which the students are expected to accept passively, in a Restorative intervention, the students are asked to speak. They face and listen to those affected by their inappropriate behaviour. They help decide how to repair the harm and commit to this. The students are held accountable.
4. Accept ambiguity. Often, the fault is unclear, and people can agree to accept the ambiguous situation.
5. Separate the deed from the doer. We can recognise a student's worth, their virtues and accomplishments while disapproving of their wrongdoing.
6. See every serious instance of wrongdoing and conflict as an opportunity for learning. Negative incidents can be used constructively to build empathy and a sense of community in the hope that negative incidents will be reduced in the future.
7. Use restorative questions for students to reflect on their behaviour and the impact that their behaviour has on others

What happened?

How did it happen?

What was your part in it?

Who do you think was affected?

How were they affected? How were you affected?

What needs to happen to make things right?

If the same situation happens again, how could you behave differently?

The Restorative School (Reference: David Piperato and Joseph Roy, 2002)



Minor and Major Incidences of Behaviour

Behaviours are categorised into minor and major incidents to determine how to manage student behaviour.

	Minor Behaviour MINOR inappropriate behaviours are recognised as any behaviour that does not meet the school routines and behavioural expectations	Major Behaviour MAJOR inappropriate behaviours are identified as deliberate actions that are disrespectful and/or dangerous to the physical and/or emotional well-being of others. The consistent and repeated occurrence of minor behaviours may also be considered major.
Physical Contact/Aggression	Non-serious but inappropriate physical contact - "Rough Play" <ul style="list-style-type: none"> - Bumping or pushing in lines at trays/bags - Accidental push or bump whilst running or playing - Playing unsafe games on the playground - Non-threatening physical interactions 	Actions involving serious and intentional/deliberate physical contact where injury may occur. <ul style="list-style-type: none"> - Intentional pushing, shoving in line or whilst playing - Intentional fighting, kicking, hitting, or throwing objects at a person
Inappropriate language	Low-intensity, one-off, inappropriate language <ul style="list-style-type: none"> - Indirect - swearing in a game, in frustration 	Deliberate use of offensive, inappropriate language <ul style="list-style-type: none"> - Name-calling in a derogatory way eg racist, appearance or sexist - Direct swearing to another individual
Defiance/ Non-Compliance/ Disruption	Brief or low-intensity disrespectful behaviour/not following the teacher's direction/interruption to learning or social situation. <ul style="list-style-type: none"> - Ignoring teacher directions, - Disobeying class/school rules, - Disrupting students in class - Walking around during eating time - Walking through games - Late to lines- after the buzzer at recess or lunch - Making noises or talking to peers during assemblies 	Repeated refusal or ignoring of teacher directions or school rules and persistent behaviour that causes disruption to school activities/teaching and learning. <ul style="list-style-type: none"> - Repeated talking back or being non-responsive - Aggression and intimidation towards a teacher - Displaying disrespect towards a teacher, getting angry with a teacher or situation - Repeated leaving the classroom without permission - Regular lateness to school - Regularly late to assemblies
Disrespecting others	Low intensity but inappropriate verbal comments or physical behaviour. <ul style="list-style-type: none"> - Socially rude interactions with others with the intent to belittle eg low-intensity 	Repeated and intentional behaviours that impact a student's self-esteem or well-being. Consistent and/or targeted: <ul style="list-style-type: none"> - Swearing at another student

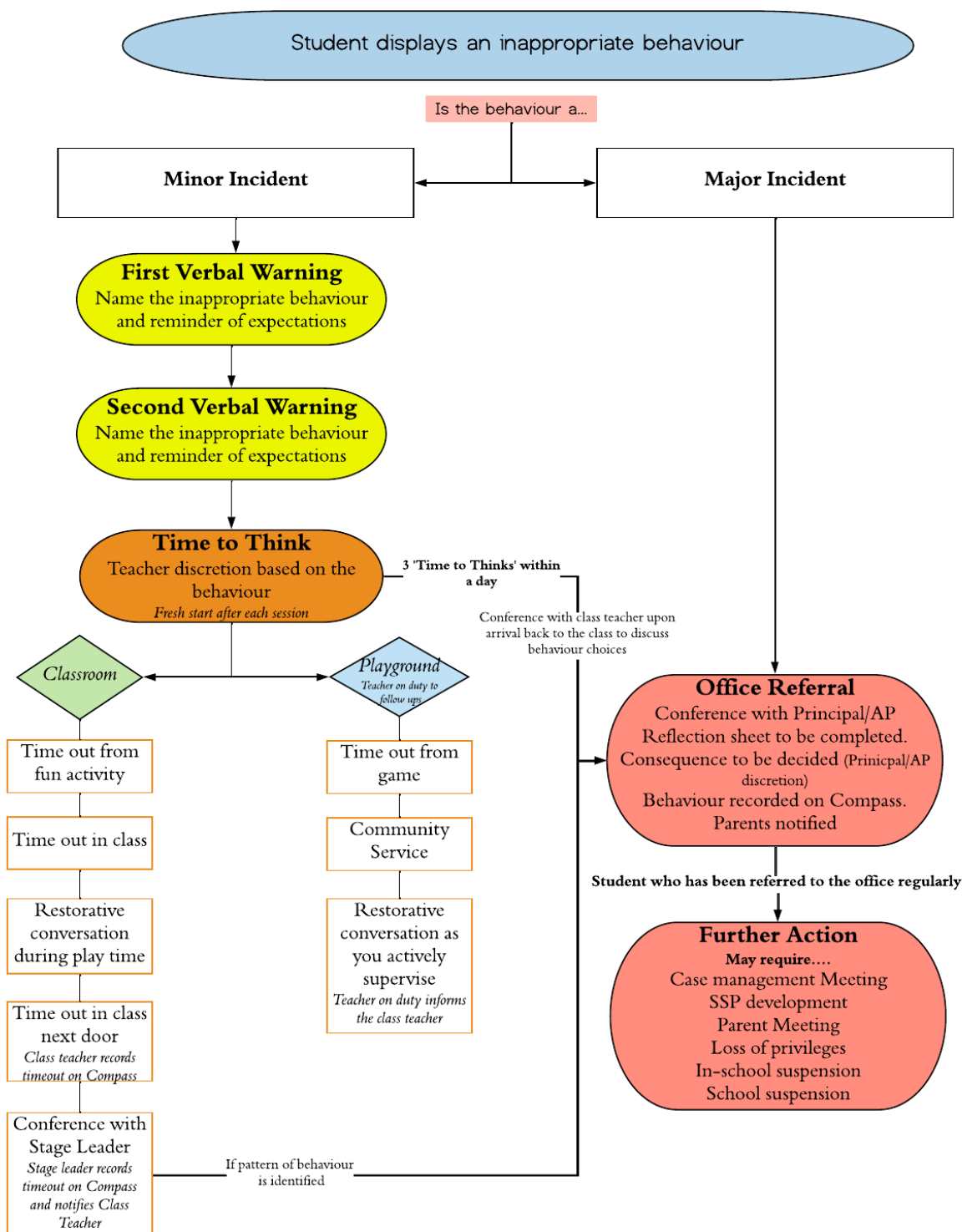


	<p>name calling, tone of voice, laughing at others, gossiping, dirty looks, not listening by talking over others</p> <ul style="list-style-type: none"> - Excluding others from the scenario 	<ul style="list-style-type: none"> - Physical harm - Exclusion from groups - Threats (verbal, physical, social media) - Humiliation
Property Misuse	<p>Low-intensity careless misuse of student/school property or technology</p> <ul style="list-style-type: none"> - Taking property without asking permission - Leaving property in the wrong place (laptops on the floor) - Using classroom equipment at an incorrect time - Misuse of school equipment 	<p>Deliberate damage or unsafe misuse of student or school property or technology.</p> <ul style="list-style-type: none"> - Defacing school property or buildings, - Intentional damage or breakage of school equipment - Stealing school / another student's equipment
eSmart	<p>Low-intensity inappropriate behaviours that impact a student's learning, self-esteem or well-being.</p> <ul style="list-style-type: none"> - Touching/using another person's Chromebook without permission - Students on sites without permission - Putting devices away incorrectly 	<p>Repeated and intentional behaviours that impact a student's self-esteem or well-being.</p> <ul style="list-style-type: none"> - Breaking the User Agreement through inappropriate searches, sites etc - Inappropriate use of messaging /emailing - Taking/sharing photos/videos of a member of the community without consent - Using another person's account - Cyberbullying, such as: <ul style="list-style-type: none"> • abusive texts or emails • hurtful messages, images or videos • imitating others online • excluding others online • nasty online gossip or chat

It is important, however, that once a pattern of minor incidents emerges, a 'minor behaviour form' chronicle on Compass is logged, and a leadership team member is informed.

When students are not displaying the expected behaviours in the classroom, teachers will implement the following behaviour management flowchart and process:

St Raphael's Catholic Primary School
School-Wide Behaviour Management Flow Chart





Classroom Procedures

At the beginning of each year, the teacher and students in each class will develop their expectations, indicators, and consequences for the classroom that align with the whole school's expectations, behaviours, and management flowchart. These expectations will be clearly displayed and adhered to consistently.

Effective whole-school discipline practice begins with sound classroom management and discipline strategies and is every teacher's responsibility. As part of the School-Wide Positive Behaviour for Learning (SPBL) framework, where students need to know what is expected, an expectation of behaviour will be introduced every fortnight at assembly and followed up with an explicit teaching lesson. This ensures consistency in our approach and that the expectations of appropriate behaviour are clearly communicated.

Below is a further explanation of dealing with inappropriate behaviour to create a positive, safe, and supportive environment.

Process	Explanation
First Verbal Warning	<ul style="list-style-type: none"> ~ Teachers provide a verbal or visual reminder ~ Name the inappropriate behaviour ~ Reminder of the expected behaviour
Second Verbal Warning	<ul style="list-style-type: none"> ~ Teachers provide a verbal or visual reminder ~ Name the inappropriate behaviour ~ Reminder of the expected behaviour ~ Reminder of the next step (time to think)
CLASSROOM Time to Think - Time out from fun activity	<ul style="list-style-type: none"> ~ Ask the student to move away from the task for an appropriate amount of time. ~ Students may have a time to think template to fill out based on restorative questions (<i>age dependent</i>) ~ Restorative conversation with the student ~ positive reinforcement when displaying appropriate behaviour ~ record as minor behaviour on Compass
CLASSROOM - Time to Think - Time out from class	<ul style="list-style-type: none"> ~ Ask the student to move away from the task for an appropriate amount of time. ~ Students may have a time to think template to fill out based on restorative questions (<i>age dependent</i>) ~ Restorative conversation with the student ~ positive reinforcement when displaying appropriate behaviour ~ record as minor behaviour on Compass
CLASSROOM - Time to Think - Restorative Conversation during playtime	<ul style="list-style-type: none"> ~ Privately speak with the student during playtime for a specific amount of time. ~ Determine the next step: <ul style="list-style-type: none"> > to go and play > to see the teacher again when the teacher is on duty > Community service - <i>picking up rubbish, picking up leaves/sticks, reading with Mr Abad, helping with veranda play or lunchtime club</i>



	<p>> Miss part of their play with the class teacher supervising Please refrain from students sitting out on the black chair or verandah ~ record as minor behaviour on Compass</p>
<p>CLASSROOM - Time to Think -</p> <p>Time to think in class next door</p>	<p>~ Explain to the student that they have had reminders and that they need time to think ~ Ask the student to go into the class next door for an appropriate amount of time ~ Quickly explain to the next-door teacher the reason why they need 'time to think' ~ Students may have a time to think template to fill out based on restorative questions (<i>age dependent</i>) ~ Restorative conversation with the student upon return ~ positive reinforcement when displaying appropriate behaviour ~ record as minor behaviour on Compass</p>
<p>CLASSROOM - Time to Think -</p> <p>Conference with Stage Leader</p>	<p>~ Explain to the student that they have had reminders and that they need time to think and talk about their choices with one of the teachers ~ Ask the student to go into the stage leaders' class or office ~ Stage leader to follow the restorative process: > may have a time to think template to fill out based on restorative questions (<i>age dependent</i>) > If needed, inform parents of the behaviour ~ Stage leader discusses the restorative process with the class teacher and student upon return ~ positive reinforcement when displaying appropriate behaviour ~ Stage leader records as minor behaviour on Compass and notifies appropriate staff</p>
<p>Office Referral</p>	<p>~ Explain to the student what they have done and explain that it is serious in nature ~ Refer the student to the office or call the office to seek assistance ~ Restorative Conference with Principal. If unavailable, the Assistant Principal ~ Reflection Sheet to be completed by the student with Principal/AP present ~ Reflection sheet sent home ~ Parents will be notified ~ Any further consequence will be determined by the principal/AP ~ Principal/AP will record office referral on Compass and notifies appropriate staff</p>

Playground Procedures

In order for students to understand expected behaviour on the playgrounds, expected behaviours are displayed on the major play areas and consistently reinforced by the teachers on duty.

Active playground supervision is essential. Teachers must respond to any student who comes to them on the playground with a problem or incident in a timely manner. This ensures that the student knows they will be listened to and action will be taken.

When students do not display the expected behaviours on the playground, teachers will implement the following procedures in accordance with the whole school management flowchart. Below is a further explanation of dealing with inappropriate behaviour to create a positive, safe, and supportive environment.



Process	Explanation
First Verbal Warning	<ul style="list-style-type: none"> ~ Teachers provide a verbal or visual reminder ~ Name the inappropriate behaviour ~ Reminder of the expected behaviour
Second Verbal Warning	<ul style="list-style-type: none"> ~ Teachers provide a verbal or visual reminder ~ Name the inappropriate behaviour ~ Reminder of the expected behaviour ~ Reminder of the next step (time to think)
PLAYGROUND- Time to Think - Time to think from Game	<ul style="list-style-type: none"> ~ Explain to the student that they have had reminders and that they need time to think ~ Ask the student to sit somewhere on the playground where the teacher can see them for an appropriate amount of time ~ Restorative conversation with the student upon return ~ positive reinforcement when displaying appropriate behaviour ~ If needed, informally let the class teacher know
PLAYGROUND- Time to Think - Community Service	<ul style="list-style-type: none"> ~ Explain to the student that they have had reminders and that they need time to think and practise making good choices ~ Choose appropriate community service for an appropriate amount of time. Ensure the student is visible <ul style="list-style-type: none"> > Picking up rubbish/sticks etc.. > tying shoelaces > helping Kindy > verandah play > Walk with the teacher to help ~ Restorative conversation with the student upon return ~ positive reinforcement when displaying appropriate behaviour ~ If needed, informally let the class teacher know
PLAYGROUND- Time to Think - Restorative Conversation as you actively supervise	<ul style="list-style-type: none"> ~ Explain to the student that they have had reminders and that the teacher would like to have a conversation about good choices ~ The students walk the teacher ~ Teacher engages in restorative questions while walking Please refrain from students sitting out on the black chair or verandah ~ positive reinforcement when displaying appropriate behaviour ~ If needed, informally let the class teacher know

If an incident happens right on the bell or towards the end of play, teacher on duty will inform the class teacher. Class teacher have students write down what had happened (age dependent) and engage in a restorative conversation.



MAJOR BEHAVIOUR - Unacceptable Behaviour on the Playground

If students are physically or verbally abusive on the playground, willfully damage property or are outrightly defiant, they are immediately withdrawn from the playground to the office and are asked to reflect on the reasons why their behaviour is unacceptable and how their actions affected the other person/s. This **Reflection Sheet** is then signed and sent home for parents to discuss with their child. A parent phone call will be made to inform them of the reflection sheet. Signed notes should be returned to school the next day. Any office referred incident will be recorded as a major incident on Compass by the Principal/AP.

Three reflection sheets per term may indicate that the student is having difficulties with their personal behaviour, and a meeting with the child's parents and Assistant Principal or Principal is arranged. Pastoral Care Programs may be implemented or suggested. Below is a further explanation of dealing with inappropriate behaviour to create a positive, safe, and supportive environment.

Process	Explanation
Office Referral	<ul style="list-style-type: none">~ Explain to the student what they have done and explain that it is serious in nature~ Refer the student to the office or call the office to seek assistance~ Restorative Conference with Principal. If unavailable, the Assistant Principal.~ Reflection Sheet to be completed by the student with Principal/AP present~ Reflection sheet sent home~ Parents will be notified~ Any further consequence will be determined by the principal/AP~ Principal/AP to communicate details with the classroom teacher~ Principal/AP will record office referrals on Compass



Whole School Positive Behaviour Reward System

Guidelines for 'In the Classroom'

- ★ All teachers are required to follow the guidelines below to ensure consistency and authenticity.
- ★ Every class receives a class list where SPBL stickers will be recorded and tracked. There is no limit to the number of stickers given out; students can receive stickers by any staff member. Staff Members consistently hand out stickers to students for:
 - displaying expected behaviours based on the school's 3 expectations: be safe, be respectful, be a learner
 - displaying positive work habits that support their personal learning growth and achievement
- ★ Once a student receives 10 SPBL stickers, they will earn a BRONZE award.
- ★ The award continuum for this system is as follows (*this is subject to change*):
 - 10 stickers = Bronze Award
 - 1 x Bronze award + 15 SPBL stickers = Silver Award
 - 1 x Silver award + 15 SPBL stickers = Gold Award with a tangible reward below e.g ice block, milkshake with the principal etc... Gold Award winners are given a school key ring.
- ★ The teacher is required to log awards on Compass using the Chronicle template ' SPBL Bronze, Silver or Gold award.'
- ★ Class teacher take a photo of 'Bronze' award students and send this photo to the office staff. The photo will be placed on a display board and may be included in the newsletter.
- ★ Teachers have the flexibility to incorporate the Whole School Positive Behaviour Reward System within their class reward system.
- ★ To continue to maintain a positive environment and to reinforce expected behaviour, classes can introduce special sticker days/events/incentives that align with the expected behaviour e.g. double stamps for a specific expectation



Guidelines for 'On the Playground'

- ★ Students have an opportunity to receive SPBL stickers on the playground for showing the school's three expectations: be safe, be respectful, be a learner. Stickers will be given to each teacher on duty in the playground 'bum bags' by a Year 4 representative.
- ★ Students who have received an SPBL sticker will show this to their teacher when they go back into class. The teacher records this on their class tracking sheet.

Responsibilities for Whole School Positive Behaviour Reward System

Staff	Students	Administration
<p>Staff are responsible for:</p> <ul style="list-style-type: none"> Following the school's whole school positive behaviour reward system Handing out stickers based on the school's 3 expectations Recording on chronicle a bronze, silver or gold award Articulating to students why they are receiving a sticker Writing out and handing out a Bronze award Writing out a Silver and Gold award Explicitly teaching school expectations according to the whole school timetable Handing out SPBL stickers on the playground 	<p>Students are responsible for:</p> <ul style="list-style-type: none"> Following the school's 3 expectations and behaviours Safely keeping their sticker Presenting their playground sticker to the class teacher 	<p>The administration is responsible for the following:</p> <ul style="list-style-type: none"> Generating a weekly chronicle report to identify Bronze, Silver and Gold award recipients Writing the student's name on the Silver and Gold awards Handing the Silver and Gold awards to the AP or P for signing and presenting

Anti-Bullying

Bullying in any form is unacceptable at St Raphael's. The community shares a joint responsibility to identify and address bullying behaviour. St Raphael's follows the Sydney Catholic Schools policy on the [Prevention and Management of Student Bullying](#).

[Refer to St Raphael's Anti-bullying policy for guidelines.](#)

[Refer to St Raphael's Anti-bullying Plan](#)