



SACRED HEART CATHEDRAL SCHOOL'S

# Responsible Behaviour Plan

for students

based on THE CODE OF SCHOOL BEHAVIOUR



# OUR POSITIVE BEHAVIOUR PLAN

Based on THE CODE OF SCHOOL BEHAVIOUR

## 1. PURPOSE

Sacred Heart Cathedral School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to maintain the high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

## 2. LEARNING AND BEHAVIOUR STATEMENT

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Our Behaviour Management system is based on respect.

- We respect the rights of everyone to learn in a safe, supportive and attractive environment.
- Every student at our school has the right to enjoy our wonderful school and feel safe and secure
- Every student has the right to learn in a class without disruption
- Every teacher has the right to enjoy their teaching without disruption or disobedience

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful.

## 3. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

At Sacred Heart Cathedral School these expectations are intrinsically built into our classroom contracts/treaties. The specific expectations are outlined in the documentation and outside the library.

- At our school we have the right to learn and feel safe while we live our Catholic faith.
- We are always kind and respectful to each other. We show a caring heart, kind words, gentle

hands.

- We always look after our belongings and those of the school .
- We always follow instructions carefully and quickly.
- We solve problems in a fair way. If that is hard we ask for help.
- We play safely and move around the school safely.
- We will wear our school uniform with pride.
- We will always let students learn and participate and teachers teach without interruption.

The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<b>SCHOOL WIDE EXPECTATIONS MATRIX</b> <i>At our school, we have the right to learn and feel safe while we live our Catholic faith.</i>		
<b><u>RESPECT</u></b>	<b><u>SAFETY</u></b>	<b><u>RESPONSIBILITY</u></b>
<ul style="list-style-type: none"><li>● We are kind and respectful to each other.</li><li>● We solve problems in a fair way. If that is hard we ask for help.</li><li>● We follow instructions carefully and quickly.</li><li>● We will let students learn and participate and teachers teach without interruption.</li><li>● We show a caring heart, and use kind words, gentle hands.</li></ul>	<ul style="list-style-type: none"><li>● We play and move around the school safely.</li><li>● We follow instructions carefully and quickly.</li><li>● We show a caring heart, kind words, gentle hands.</li><li>● We will wear our school uniform correctly and with pride e.g sunhats</li></ul>	<ul style="list-style-type: none"><li>● We look after our belongings and those of the school, e.g return equipment to the correct place.</li><li>● We will wear our school uniform correctly and with pride e.g jackets and shoes.</li><li>● We let students learn and participate and teachers teach without interruption.</li></ul>

These expectations are co-constructed with students and are communicated via a number of strategies, including:

- Classroom treaties
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons
- School Assemblies
- Role plays by students
- Updates in the school newsletter.
- School Leadership team members' sharing successful practices
- Induction of new students and staff.
- Individual Educational Programmes
- Specific policies
  - Cyber safety and bullying.

## Reinforcing Expected School Behaviour

At Sacred Heart Cathedral School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour.

The first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.			
	Tier 1 Dealt with by classroom teacher/ duty teacher	Tier 2 Dealt with by syndicate leader (and / or with principal, if deemed necessary)	Tier 3 Dealt with by principal
Behaviour	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Distracting others</li> <li>• Off task behaviour</li> <li>• Lack of care for equipment</li> <li>• Name calling</li> <li>• Rough play</li> <li>• Swearing</li> <li>• Out of bounds</li> <li>• Littering</li> <li>• Deliberate exclusion</li> </ul>	<p><b>Repeatedly (more than twice)</b></p> <ul style="list-style-type: none"> <li>• Repeatedly stopping others from learning</li> <li>• Ongoing rudeness</li> <li>• Throwing with deliberate intent</li> <li>• Swearing, racist and offensive remarks</li> <li>• Writing offensive notes</li> <li>• Regular off task behaviour</li> <li>• Hurting others intentionally, physically and emotionally</li> </ul>	<ul style="list-style-type: none"> <li>• Stealing</li> <li>• Damage of property</li> <li>• Vandalism</li> <li>• Fighting</li> <li>• Drugs / alcohol / weapons</li> <li>• Cyber bullying</li> </ul>
Consequence	Think sheet Restorative action and conversation Time out Reminder of expectations Student sent to quiet space to complete work	Think sheet Restorative conversation and action Discussion with parents Time out Monitoring of behaviour e.g. notebook/ behaviour referral form RTL	Parent Interview Restorative conversation and action MOE Behaviour service Oranga tamariki In school suspension Stand down
Documentation	Think sheets copied	Meeting Notes copied Anecdotal notes/ IEPs	Letter to parents Notification to MOE Individual behaviour plan

		On task behaviour Individual behaviour plan	
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**SACRED HEART CATHEDRAL SCHOOL'S  
RESTORATIVE BEHAVIOUR THINK SHEET**



<p><b><i>Tell the story</i></b></p> <p>What were you thinking at the time?          What have you thought about since?          What did you have control over?          If there was a video camera on the wall what would it have seen?</p>	<p><b>What happened?</b></p>
<p><b><i>Explore the harm</i></b></p> <p>Who else has been affected?          In what ways?          Was this fair or unfair?          Was this the right or wrong thing to do?          Tell me more about that?</p>	<p><b>Who do you think has been affected?</b></p>
<p><b><i>Explore the harm</i></b></p> <p>What else might need to happen?          How will this happen, tell me more about this ?          When can this happen?          What exactly are you saying sorry for?</p>	<p><b>What do you need to do to put things right?</b></p>

<p><b><i>Moving forward</i></b></p> <p>What do we need to stop doing, stay doing and start doing?          What are your goals to help you move forward?          What are you going to do to reach these goals?          What other support do you need?</p>	<p><b>How can we make sure this doesn't happen again?</b></p>
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## 4. EMERGENCY OR CRITICAL INCIDENT RESPONSES

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Basic Defusing Strategies

- *Avoid escalating the problem behaviour*  
 Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- *Maintain calmness, respect and detachment*  
 Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- *Approach the student in a non-threatening manner*  
 Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- *Follow through*  
 If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

- *Debrief*  
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Sacred Heart Cathedral School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

## Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report
- Health and Safety incident record
- debriefing report (for student and staff)

## **5. NETWORK OF STUDENT SUPPORT**

Students at Sacred Heart Cathedral School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Syndicate Leaders
- RTLB Teachers
- School Chaplain
- School Based Police Officer
- School Nurse
- Youth Support - Challenge 2000
- Catholic Social Services.

We all have a role to play in our Responsible Behaviour Management Plan.

### As a School

- A fair and consistent approach to school discipline
- Clear expectations of what is acceptable behaviour at Sacred Heart Cathedral School
- Clear consistent communication with parents
- Seek out appropriate outside agencies and present these to parents

### As teachers

- High expectations of attitude and performance
- A co-operative consultative attitude
- Fairness and impartiality
- Consistency
- Recognise and acknowledge good citizenship
- Follow tier 1,2,3 when dealing with behaviour

### As students

- Awareness of the school expectations an intention on following *Responsible Behaviour Plan*
- Respect self, others and property
- Good citizenship

- Pride in work, class, school uniform representing our school

### As Parents

- Reinforcing what good citizenship means
- Discuss with your child appropriate ways to respond if their rights are infringed
- Recognise and affirm your child's positive qualities by valuing who they are
- Always seek clarification from your child's teacher about any concerns regarding your child's attitude and behaviour

## **6. PROCEDURES THAT WILL KEEP SACRED HEART CATHEDRAL SCHOOL STUDENTS FREE FROM BULLYING**

Sacred Heart Cathedral School is committed to developing a positive class and school environment for all its students that:

- Reflects Gospel values
- Reinforces the attributes required for a Sacred Heart Cathedral School Learner
- Establishes consistent systems for effective management of pupils within the school environment.
- Promotes learning programmes, classroom environments and positive management practices that focus on building respectful relationships as key elements in realising appropriate behaviour.

Sacred Heart Cathedral School is committed to ensuring a physically and emotionally safe learning environment for all students. Bullying is something that is harmful and unacceptable to the ethos of our school. It occurs when one or more persons exercise power over another to threaten or harm them because of their size, difference, strength, invisibility or status.

With young people in particular, it can be because they have a physical disability, speak differently, dress differently, have a different skin colour, behave differently, or their family has more or less money.

Some typical examples of bullying include:

- Name calling
- Making a person feel uncomfortable or scared
- Writing horrible comments about a person
- Sending nasty texts, emails or making unkind phonecalls
- Threatening someone
- Physically hurting someone eg, punching or kicking them
- Excluding someone from activities
- Stealing or damaging a person's property
- Deliberately harming
- Repeated over time
- Involves power imbalance

Students who are victims of bullying face physical harm and emotional stress that may result in reduced learning opportunities, long term damage, or withdrawal or worse. Bullies themselves also may suffer long term harm. Sacred Heart Cathedral School will always aim to foster the Gospel values and have a climate of trust where students feel able to tell others of bullying knowing that it will be dealt with promptly and effectively in a respectful way.

It is this school's aim that:

- All members of the school community – board, teachers, non-teaching staff, students and parents should have an understanding of what bullying is.
- All members of the school community should know what the school procedures are on bullying and follow them when bullying is reported.
- All students and parents should be assured that when bullying is reported, it will be addressed and dealt with in an appropriate fair manner.
- Bullying will not be tolerated at Sacred Heart Cathedral School.

### Why do some children bully?

There are lots of reasons why children bully others. Some common reasons include:

- Lack of confidence
- Showing off to others
- Getting attention
- Jealousy
- They see bullying at home
- Overly aggressive nature
- They can't cope with others who are different
- Joining or copying others who are bullying to be part of a group
- They have been bullied themselves
- They don't know that it is wrong and/or haven't learnt how to socialise with others
- They are unhappy

### Procedures to be followed relating to incidents of bullying:

- A victim of bullying **must be encouraged to** report the incident to any member of staff, a fellow pupil or a friend.
- Parents raising concerns about bullying will do this to the classroom teacher or Principal. All cases of alleged bullying will be investigated by staff responsible for handling the issue. Serious concerns need to be documented to establish if patterns of behaviour are developing. **All attempts will be made to stop the bullying immediately.**
- When investigating issues staff will be mindful of the rights of the child or children accused of bullying.
- In serious cases parents will be informed and asked to attend a meeting to discuss the problem.
- Parents will be advised that the school does not condone them approaching the parents of the accused child and under no circumstances are they to approach the accused child.
- If necessary, at the discretion of senior staff, external agencies may be involved as appropriate.
- Reasonable attempts will be made to assist identified bullies to change their behaviour.
- The school will investigate alleged bullying that occurs both within and out of school and will

include cases of alleged cyber-bullying.

- Restorative questioning will occur to ensure that the incident does not happen again.
- In class education – opportunities to learn about social interaction and self regulation. Create a classroom culture where bullying is discussed openly.
- In cases of serious violence or extreme emotional harm the school has authority, and may exercise this authority, to stand-down, suspend or exclude in accordance with its behaviour management policy and Ministry regulations.

### In implementing these procedures school management will:

- Ensure that it is widely and regularly communicated to the school community
- Always act in a consistent, professional and fair manner in dealing promptly with complaints of bullying
- Act in a manner that reflects our Gospel values; focuses on maintaining the dignity of all involved and seeks to restore any damaged relationships
- Take all necessary and reasonable steps to prove cases of bullying and to ensure that they cease
- Provide appropriate training for staff in identifying and reporting on bullying
- Use a range of proven techniques in enhancing the physical and emotional safety of the school
- Provide support for students and awareness material for parents to assist them in recognising cases of suspected bullying
- Survey students and parents periodically to evaluate the effectiveness of the anti-bullying programme
- Monitor and review the procedures regularly
- Provide regular reports to the board on progress

### Signs of Bullying

Students may indicate by a series of signs that they are being bullied. Teachers will need to observe and investigate when a student:

- Is afraid when walking to or from school
- Is reluctant to go to school
- Doesn't want to go on the school bus, begs to be taken to school
- Appears to change from usual routine
- Starts to truant
- Seems to be withdrawn, anxious or lacking confidence
- Starts to stammer
- Runs away, threatens or attempts suicide
- Has frequent nightmares
- Begins to underachieve at school
- Complains of illness before school
- Comes home with clothes torn or possessions damaged, graffiti on books etc
- Asks for or starts stealing money

- Frequently 'loses' money
- Has unexplained injuries
- Comes home hungry
- Shows signs of aggression or disruption out of character
- Is bullying sibling
- Is afraid or reluctant to admit what is wrong
- Is afraid to use the internet or mobile phone
- Appears nervous or anxious when a cyber message is received

### Anti-bullying programmes

- A strong values based programme
- Kia Kaha

### Useful resources that will be used and / or recommended to parents:

- Resource teachers of Learning and Behaviour
- Life Ed Trust
- Me, Myself and Others- RE Programme
- Information on cyberbullying
- Step Up, Be Safe resource cards for Year 3 upwards
- The Ministry of Education TeamUp website [www.teamup.govt.nz](http://www.teamup.govt.nz) where parents can access information on how to deal with bullying (more specifically – [www.teamup.co.nz/primary-int/helpful/Bullying/](http://www.teamup.co.nz/primary-int/helpful/Bullying/)).
- [www.tki.org.nz/r/governance/positive\\_behaviours/](http://www.tki.org.nz/r/governance/positive_behaviours/) - An information website that is a resource for boards of trustees, principals, and senior staff, which will enable them to access information about behaviour

## SACRED HEART CATHEDRAL SCHOOL'S BEHAVIOUR REFERRAL FORM



<b>Student Name:</b>		<b>Date:</b>	
<b>Time of incident:</b>		<b>Class:</b>	
<b>Referring Staff Member:</b>		<b>Location of incident:</b>	Playground    Classroom Other: _____

PROBLEM BEHAVIOUR			
TIER 1	<i>Please Tick</i>	TIER 2 or 3	<i>Please Tick</i>
<b>Defiance/Disrespect</b> Low intensity brief failure to follow directions		<b>Defiance/Disrespect</b> Continued refusal to follow directions, talking back and / or socially rude interactions.	
<b>Physical Contact</b> Student engages in non-serious but inappropriate physical contact.		<b>Physical Aggression</b> Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)	
<b>Inappropriate language</b> Low intensity language (eg shut up, idiot etc)		<b>Inappropriate / Abusive language</b> Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at another individual or group	
<b>Disruption</b> Low intensity but inappropriate disruption.		<b>Disruption</b> Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)	
<b>Property Misuse</b> Low intensity misuse of property.		<b>Vandalism</b> Student engages in an activity that results in substantial destruction or disfigurement of property	
<b>Dress Code</b> Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		<b>Dress Code</b> Refusal to comply with school dress code.	
<b>Safety</b> Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		<b>Safety</b> Student engages in frequent unsafe activities where injury may occur.	
<b>Dishonesty</b> Student engages in minor lying/cheating not involving any other person.		<b>Major Dishonesty</b> Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
<b>Other</b>		<b>Harassment / Bullying</b> Repeated teasing, physical and verbal intimidation of a student.	
		<b>Other</b>	

SCHOOL EXPECTATION CATEGORY		
Be Respectful <input type="checkbox"/>	Be Safe <input type="checkbox"/>	Be Responsible <input type="checkbox"/>

OTHERS INVOLVED IN THIS INCIDENT:			
None <input type="checkbox"/>	Peer <input type="checkbox"/>	Staff <input type="checkbox"/>	Other <input type="checkbox"/>

INCIDENT REPORT:	
NAME OF STUDENT:	DATE:
PERSON COMPLETING THIS REPORT:	
What is the problem behaviour?	Date of incident: Time incident started: Time incident ended:
Where was the student when the incident occurred?	Who was working with the student when the incident occurred?
Where was staff when the incident occurred?	Who was next to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?	What was the general atmosphere like at the time of the incident?

<p><b>What was the student doing at the time of the incident?</b></p>	
<p><b>What occurred immediately before the incident? Describe the activity, task, event.</b></p>	
<p><b>Describe what the student did during the incident.</b></p>	
<p><b>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</b></p>	
<p><b>Describe who or what the incident was directed at.</b></p>	
<p><b>What action was taken to de-escalate or re-direct the problem?</b></p>	
<p><b>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</b></p>	

## **Wellbeing at Sacred Heart Cathedral School**

**He aha te mea nui o tenei ao?**

**He tangata**

**He tangata**

**He tangata**

**At Sacred Heart Cathedral School we aim to build a safe and caring climate that deters any bullying.**

**Our parents and students are all aware of our school wide consistent expectations. These are reinforced through the display in the walkway, regular input at assemblies, surveying of our students, students working with trained counselors/social workers and social programmes for students who have difficulty with relationships.**

**As a school we have been collecting data on bullying for a number of years. This data allows us as a school to monitor any changes as well as information about next steps that we need to take.**

**Providing a caring, safe and respectful school environment in which learning can flourish is a key priority for us as educators here at Sacred Heart Cathedral School. (National Administration Guideline 5 (1))**

**As a school we want all of our students to lead full and satisfying lives. We have identified key components of what the Sacred Heart Cathedral student will look like.**

**We want all of our students to**

- **Have a personal faith**
- **Light the spark with learning**
- **Be numerate and literate**
- **Fully engaged to achieve their potential and thereby have a happy and satisfying life**
- **Motivated to achieve personal excellence**
- **Develop positive self-esteem and confidence to allow them to be resilient, take risks and face challenges**
- **Be confident active involves, connected lifelong learners**

**We develop the Sacred Heart Cathedral School learner by equipping our students with skills so that they can engage in caring, effective, helpful interactions with others.**

**Sacred Heart Cathedral School is consistent in pedagogy, curriculum and practice. We foster a safe and caring environment school climate through proactive social behaviours which help all of our students develop social competence.**

**At Sacred Heart Cathedral School we ensure that all of our staff are committed to implementing the school wide behavior plan. This is a school wide approach that involves staff, parents and students. All reported bullying issues are investigated and dealt with immediately. Strategies that build student competency are part of the school culture. As a school we work collaboratively with our school community ensuring that we are consistent in our**

## **implementation of our behavior management plan**

### **School ethos and environment**

#### **School ethos and culture**

- **School activities always model a caring and respectful climate always promoting positive social behaviours**
- **Student cultures and backgrounds are affirmed and acknowledged**
- **Our school is generally a happy place for students and staff. Class, school and staff norms govern how we all treat each other**
- **The school leadership team model pastoral care and work collaboratively with each other and across their teams**
- **Change is introduced slowly and with dialogue and collaboration**
- **Student voice is actively sought on a range of topics**

#### **Physical environment**

- **The physical environment is attractive and safe for all students**

#### **Student support structures and behavior management processes**

- **Staff are consistent in their shared expectations and approaches to promoting desired behaviours**
- **Our school has well developed policies and strategies for monitoring and addressing behavior incidents- these include visual displays and child speak expectations**
- **Approaches by staff when investigating any behavior incident are always respectful, consistent and collaborative**
- **Students are encouraged to problem solve themselves and have a toolbox of strategies**
- **During break times there are always 2 adults in the playground and plenty of recreational sporting equipment for the students to play with**
- **At risk students are provided for on a case by case basis**

### **Curriculum teaching and learning**

#### **Teacher modeling**

- **Teachers model caring and respectful relationships**
- **Diversity is respected**
- **High expectations are set for all students**
- **The integrated curriculum provides opportunities for all students so that development of key competencies can be enhanced**
- **Student voice is sought**

#### **Student culture**

- **Students are kind to each other and provide a positive caring peer culture for each other**
- **Students are respectful of each other's culture and needs**
- **Students are supported and mentored in learning strategies for managing their emotions and behavior**

#### **Teachers as learners**

- **Through Professional learning experiences teachers are supported in a variety of ways to manage student behavior that are effective and draw upon the student for taking responsibility for actions**
- **Classroom programmes enhance students ability to develop skills and strategies in the key competencies**
- **Staff are committed to developing their own professional learning in managing student behavior**

### **Community connections**

- **Information and training is given to parents and whanau about schoolwide approaches**
- **Social and emotional well-being of all students is a priority at Sacred Heart Cathedral School. External health professionals, mentoring by social worker and RTLB complement learning programmes**

**At Sacred Heart Cathedral School we have an agreed vision and values that underpins how we behave that promotes student well being**

**The school's curriculum is designed and monitored for valued goals**

**Students at Sacred Heart Cathedral School have a voice in well-being and other decisions**

**As a staff we actively monitor well being**

**Effective systems are in place to respond to wellbeing issues**

**Our Board of Trustees**

- **actively seeks student perspectives about wellbeing**
- **ensures the school vision and values reflects the strengths and potential of students, parents and whanau**
- **when reviewing vision and values the Board of Trustees are very focused on connecting with families of all students**
- **focus on improving wellbeing of all students**

**Wellbeing initiatives**

- **Effective consultation**
- **Ka Hikitia and Pasifika Club**
- **Pasifika Education Plan**
- **School wide Behaviour Plan and Bullying Prevention**
- **Pastoral Care Programme**
- **Learning Support Register**
- **Vinnies**
- **Seasons for Growth**
- **Mentoring from Challenge 2000**