



Policy Number:	STU 30
Policy Name:	Pastoral Care Policy
Contact Officer:	Deputy Principal – Community
Date Approved by Leadership:	August 15, 2017
Date of Next Review:	August 2020
Related Policies:	Child Safe Policy Child Protection - Mandatory Reporting Policy Wellbeing Procedures Policy Complaints & Concerns Policy Student Mobile Phone Policy First Aid Policy Student Behaviour Support Plan Student Behaviour Policy Pastoral Care Policy - Ballarat Diocesan Schools Advisory Council Code of Conduct for Caring for Children - Professional Standards Catholic Diocese of Ballarat Safe & Sound Practice Guidelines (Occupational Violence) (2014) – CECV Guidelines for Behaviour Support (2016) – CEO Ballarat

1. PURPOSE

1.1 Pastoral Care at St Joseph's College is concerned with the dignity and integral growth of the person.

1.2 We are made in the image of God and at the core of Catholic belief and practice is a deep respect for the innate dignity and uniqueness of individual persons.

1.3 As a Catholic school, St Joseph's College receives and educates its students with respect and love. In a community that provides a strong sense of wellbeing, belonging and security, students are given every opportunity to be affirmed in their dignity and worth, confirmed in their personhood, and assisted to grow to the fullness of their potential.

1.4 It is essential that Pastoral Care for all concerned is at the heart of all processes for student management. Student management processes shall be age-appropriate, special-needs responsive, and formative not punitive in nature. Pastoral Care at St Joseph's College is concerned with formation of self-discipline and responsibility.

1.5 Pastoral Care for all students at the Enright Campus, the Mercy Campus and the VCAL Precinct must be consistent and equitable for all.

1.6 The following dimensions and features of Pastoral Care are current practice at St Joseph's College. They reflect fidelity and commitment to the Christian vision of Pastoral Care and include:

- Appropriate supervision and care of students at all times during school activities;
- Quality of relationships;
- Formation in self-discipline and responsibility;
- Pastoral programs;

- Comprehensive and inclusive approaches to teaching and learning;
- Support school/family relationships;
- Effective networks of care;
- Co-ordinated and supportive organisational structure.

1.7 St Joseph's College is a Child Safe School where all students enrolled, and any visiting child have the right to feel safe and to be safe.

2. RELATIONSHIPS WITH STUDENTS

2.1 The basis of this College policy is respect for the rights of the individual; the right to teach and learn, to feel safe and be respected. Any behaviour which interferes with these rights must be dealt with appropriately, consistently and effectively. Behaviour which contributes to the development of a positive learning environment ought to be encouraged and rewarded appropriately. Expectations, Codes of Conduct and College rules are clearly listed in the student planners. St Joseph's College has adopted a restorative approach to student management.

3. RESTORATIVE PRACTICES

3.1 This process aims to promote resilience in the one harmed and the one causing harm. Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others. A variety of harmful situations are addressed, including truancy, bullying, drug use and harassment. Differences (racial, cultural, religious, economic, etc.) are respected, understood and given equal protection.

3.2 There are different levels at which student management occurs:

- Classroom Teacher;
- Homeroom Teacher/Pastoral Care Group (Year 8);
- House Leader;
- Heads of School: Year 8, Middle (Years 7, 9, 10), Senior (Years 11, 12);
- Deputy Principal/Principal.

3.3 Corporal punishment is not permitted as a means of addressing behavioural or educational concerns. This form of student management is not consistent with the restorative process.

3.4 The restorative practices advocated in this policy aim to restore relationships and to help students and staff to acknowledge alternate ways of responding to situations so as to create better outcomes. As a part of this process it may be necessary to impose certain consequences on particular types of behaviour. This would be determined by the appropriate level of Teacher/House Leader/Head of School/Deputy Principal/Principal. It could include such consequences as:

- Removal from a class or group and being sent to another class for supervision;
- Being sent home with a parent/guardian after meeting a House Leader, Head of School or Deputy Principal and the nature of the incident being such that the wellbeing of others or self is at risk. Return to school would then depend on meeting specific requirements such as providing a commitment to behaving in such a manner as to not place others at risk. The period of removal from the school would depend on the severity and/or frequency of the inappropriate/unsafe behaviour. This would be determined by the Deputy Principal in accord with Catholic Education Office Ballarat guidelines.
- Expulsion would be the final option available to the school should a student continue to act in such a way as to present a constant threat to the wellbeing of students and/or staff members. This process would be followed in accord with Catholic Education Office Ballarat guidelines.

4. STUDENT SUPPORT GROUP

4.1 A recommended process for addressing student wrongful behaviour of a serious nature (see below for CECV definition) is the engagement of a Behaviour Management Support Group, consisting of:

- The Principal or his/her nominee as the convener and chairperson;
- The student;
- A student support person (not acting for fee or award) nominated by the student;
- The parent/guardian of the student;
- If requested, a parent support person (not acting for fee or award) nominated by the parent/guardian;
- The Homeroom teacher/Pastoral Care teacher (Year 8);
- The House Leader if deemed appropriate;
- Specialist personnel who may assist, for example, the student counsellor.

4.2 The Behaviour Management Support Group is convened following a judgment by the Principal (or Principal's nominee) that a student has engaged in wrongful school-related behaviour of a serious nature. The Behaviour Management Support Group seeks to:

- Consider all issues relevant to the behaviour of the student and the implications for others in the community;
- Identify the educational, personal and social needs of the student concerned;
- Once these needs are identified, determine what further behaviour management action, if any, within the school's formulated procedures, is most appropriate;
- Identify strategies which will enable the student to re-establish his/her place in the life of the school, parish and local community;
- Determine the appropriate steps required to meet these objectives;
- Consider the support and resources which may be available, from both within the school and outside, to assist in implementing the action;
- Ensure that accurate records of decisions are kept and that decisions are implemented
- Maintain confidentiality at all times.

5. SUPERVISION OF STUDENTS

5.1 Students engaged in College related activities are to be given due duty of care at all times.

5.2 Supervision of students at the Enright Campus, the Mercy Campus and the VCAL Precinct is to be provided by teachers and other staff who are allotted specific roles with individuals and groups of students.

5.3 Teachers must ensure that students allotted to their classes are marked present or absent on the class roll for each lesson in the day at all campuses. If a student is absent when marked present previously in the day, the teacher must follow up to ascertain whether the absence is genuine and that the Student Office is aware of that absence.

5.4 Teachers, at all times, are to supervise students in such a way that they are given the opportunity to fully engage in learning activities as per the curriculum.

5.5 Teachers on yard duty have a responsibility to carry out their duties diligently so as to provide suitable supervision of students within their designated area. This requires teachers to continually move around the yard duty area and to take necessary steps to ensure a safe environment for all. Any breaches of school expectations that lead to student safety being affected are to be addressed immediately at all campuses. This implies that all teachers present for the full time that they are allocated to duties and carry phones with them at all times to contact the First Aid Office or College Office for assistance when needed.

6. COMMUNICATION OF MANAGEMENT POLICIES TO STAFF, PARENTS AND STUDENTS

6.1 Staff are given details of the expectations of student management and have these explained and discussed in a variety of ways such as:

- Printed in the Staff Planner which is distributed to all Staff annually;
- Discussed at Staff Meetings during the year;
- Discussed at House Teacher Meetings during the year;
- Available on the College intranet (SIMON) and website.

6.2 Parents are given access to the College expectations of student management through:

- The College Parent Access Module (PAM);
- The College website where policies and procedures are listed in an electronic copy of the Student Planner;
- Regular College newsletter items related to specific aspects of policy and procedures;
- Parents are expected to sign the Student Planner to indicate acceptance of the Student Management Procedures.

6.3 Students are made aware of the expectations of student management at the College through:

- The Student Planner which is updated annually;
- The College website where policies and procedures are listed in an electronic copy of the Student Planner;
- Sessions in Homeroom aimed at explaining the procedures.