



APPLICABLE TO	All Staff and Students
DOCUMENT OWNER	Assistant Principal – Community and Wellbeing
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RELATED DOCUMENTS	Policy for Pastoral Care and Wellbeing 2017 Procedures for Pastoral Care and Wellbeing 2017 Procedures for Serious Student Misbehaviour 2017 Procedures for Respect of other Students (Hands Off Policy) 2017 Policy for Student Leadership 2018 Complaints and Grievances Resolution Policy 2013 (CSO) Pastoral Care and Wellbeing Policy 2013 (CSO)

Purpose

St Paul's Catholic College endeavours to provide for each member of the community – students, families, staff and clergy – the experience of high quality interpersonal relationships of care and support. Such relationships have a significant positive affect on each person's sense of self-worth, belonging and well-being. Each member of the community participates to some degree in pastoral care, just as each is a recipient of pastoral care.

The Policy for Pastoral Care and Wellbeing provides a framework to cater for the total care and support of all members of the College community. Further to this framework, St Paul's Catholic College uses guidelines adopted in the **Procedures for Pastoral Care and Wellbeing 2017**, **Procedures for Respect of other Students (Hands Off Policy) 2017** and the **Procedures for Serious Student Misbehaviour 2017**.

Effective pastoral care is a key determinant of successful learning and general wellbeing. The key to good teaching and learning in any College is the learning environment, and the quality of this environment is significantly determined by the relationships within the College.

Good pastoral care is essential for fostering student self-discipline and responsibility. Pastoral care should help students to recognize that their fundamental freedoms and rights are reciprocated by responsibilities.

Occasionally, behaviours are exhibited that are disruptive to the teaching and learning process, show disregard for the College's nature and principles of pastoral care, and/or threaten the safety of members of the College community. Such behaviour has consequences that affect the student, other students, their families, staff or the College itself.

Policy Statement

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful, and involves the misuse of power by an individual or group towards one or more persons. Bullying can involve: humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, sexual orientation or practice of religion. Bullying of any form, or for any reason, can have long-term effects on those involved, including bystanders.

Cyber-bullying refers to bullying through the use of information and communication technologies by an individual or group that is intended to harm others, or is undertaken recklessly without concern for its impact on others.

Bullying can happen anywhere: at College, travelling to and from College, in sporting teams, or in the workplace. Bullying behaviour can be:

- **verbal**, e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical**, e.g. hitting, punching, kicking, scratching, tripping, spitting
- **social**, e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological**, e.g. spreading rumours, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of communication technology/mobile devices.

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict such as, teasing or disagreement
- a single episodes of hurtful words or actions, or random acts of aggression or intimidation.

(Adapted from: National Safe Schools Framework (2011) and DEC NSW Website)

St Paul's Catholic College adopts a shared responsibility for the pastoral care of students. This policy provides a framework for the practices and procedures that promote respectful relationships in order to prevent and address issues of student bullying and cyber-bullying.

All students, their families and staff at St Paul's have the right to a safe and supportive learning environment. The dignity of the human person is inherent to the ministry of Catholic education and all members of the College community share the responsibility to teach, foster, promote and encourage positive student behaviour.

There are specific protections provided in law for each member of a College community to experience a safe and supportive College environment. In a Catholic community, there are also important expectations on each person to seek to maintain positive relationships with one another and to resolve conflict in a respectful and dignified manner. Bullying and cyber-bullying disregard the core values of our Catholic faith and are unacceptable.

The Governance of this policy rests with the whole staff and Principal with support from the College Executive, Assistant Principal Community and Wellbeing and Coordinators.

The Management of this policy rests with the Assistant Principal Community and Wellbeing who along with the Student Coordinators and Welfare team administer the pastoral care and wellbeing throughout the College. This applies to both students and professional development for staff and parent body.

Definitions

Appeal An impartial, determinative process available to all parties to a complaint wherein an independent person reviews both the way in which the complaint management process has been conducted and the integrity of its outcome(s).

Complaints management An established system of responding to and handling complaints and suggestions regarding matters causing dissatisfaction or concern.

Confidentiality Protection given to the non-disclosure of things said and one; an ethical duty held by persons to ensure that matters are held to be private and in confidence between themselves and others.

Due diligence The care taken by a reasonable person to ensure that others do not suffer unnecessary harm or disadvantage; the obligation bestowed upon a person to act responsibly, efficiently and prudently in the carrying out of his or her duties.

Duty of care A legal requirement that a person exercise a reasonable standard of care toward others in order to protect them from unnecessary risk of harm; professional duty of care exists at a level higher than that placed upon a member of the general public.

Grievance A real or imaginary wrong causing resentment and regarded as grounds for complaint a feeling of resentment or injustice at having been unfairly treated

Impartial Responding to all persons equally, free of bias and with no preconceived opinion; taking no personal advantage from espousing either side of a disagreement or conflict.

Inclusivity Respectful, supportive and equitable College communities. All embracing.

Privacy The extent to which a person can determine which personal information is to be shared with whom and for what purpose; a legally bestowed principle that ensures that certain information remains protected from disclosure.

Procedural fairness An obligation placed upon organisations and persons making decisions affecting the rights and welfare of others to engage in decision-making with due diligence, transparency and without bias. Procedural fairness affords certain rights to persons including the right to know of matters alleged, the right to respond and the right to appeal decisions made.

Restorative Practice The overriding principle of all our interaction is that we strive to restore relationships: holding parties accountable with the aim to repair any harm that may have been done.

Guiding Principles

Student behaviour education and pastoral care – a whole-of-school responsibility. A Catholic school's provision of positive behaviour education and behaviour management skilling of students ought to be pastorally driven, comprehensive, and whole-of-school in nature. An appropriate model is the Safe Schools Framework. The focus and intended outcome is personal resilience, the mode is prevention and primary intervention, and the application is to the College community as a whole, and to each member of the College community individually. It is within such a positive and broad framework that a school's student behaviour management processes for individual cases ought to be formulated.

Pastoral care for the whole College community – the Principal/Assistant Principals' responsibility. The Principal and the Assistant Principals have responsibility for ensuring that pastoral care is extended to all members of the College community. Because student wrongful behaviour can have an adverse effect on the wellbeing of students, staff members and others, the proper exercise of pastoral care requires the Executive to ensure a just and reasonable balancing of the rights, needs, obligations and wellbeing of all concerned. In addition, the Executive will sometimes need to authorise action beyond the College's formal student behaviour management procedures, based on knowledge of the particular issues and local realities, and guided by principles that include justice, respect, compassion, personal and communal safety, health, and duty of care.

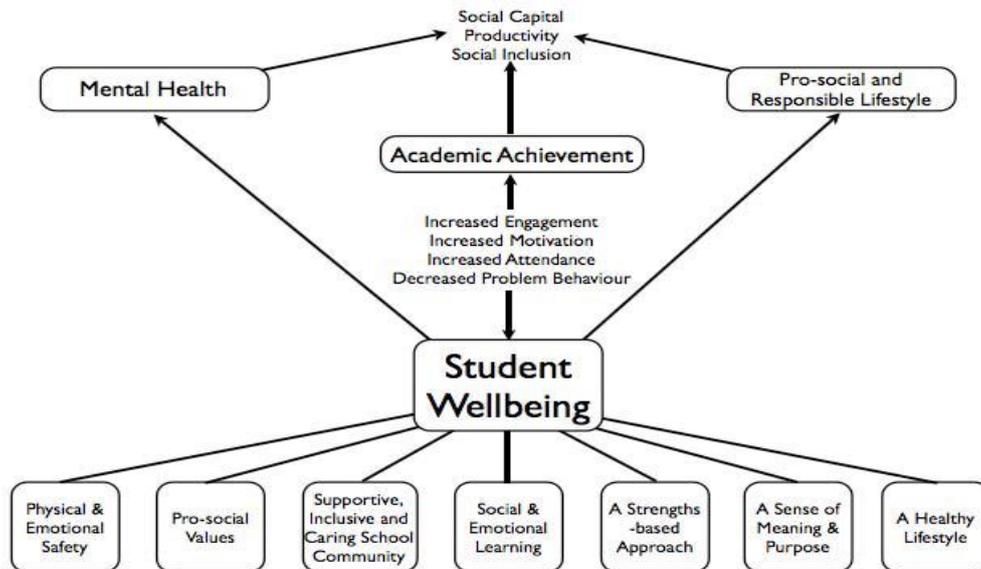
Student connectedness and engagement. An essential element of human wellbeing is the experience of belonging, of being connected to others in a community, being accepted and valued, and being positively involved and engaged within a community. For the wellbeing of students, their College must provide them with such an experience. It follows that, when St Paul's is addressing student behaviour that is judged inappropriate or wrongful, behaviour management processes which ensure that the student remains engaged and connected with College activities and the College community are to be preferred to those that disengage the student. It is the culture at St Paul's that processes that disengage not be applied unless other options are clearly not appropriate. Disengagement and disconnection are potentially harmful of student wellbeing.

Restorative practices. The philosophy of Restorative Justice and Restorative Practices informs a positive and formative approach to student behaviour management. A commitment to Restorative Practices has as its aim the promotion of 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.

For St Paul's Catholic College, this policy adopts the following definition to incorporate the guiding principles of pastoral care and wellbeing:

“Wellbeing is understood as a sustainable state characterised by positive relationships at school, positive attitudes, resilience, being able to maximise strengths and high levels of satisfaction with learning experiences. Wellbeing is best promoted in a safe and supportive school.”

Noble & Wyatt 2008



Noble, T. and Wyatt, T. (2008). *Scoping Study into Approaches to Student Wellbeing: Final Report*. Australian Catholic University and Erebus International

Scope

The Scope of this policy is to support the outline the pastoral care and general student wellbeing at St Paul's and also provide information for staff, students and the parent body in relation to pastoral care and wellbeing at the College.

Responsibilities

The Principal is responsible for communicating, administering and managing this policy with staff, students and families.

The Principal will review the information from the Assistant Principal (or College Executive where relevant) will promote initiatives that promote the pastoral care and wellbeing of students at St Paul's Catholic College.

The College Executive (Principal, Assistant Principals, Ministry Coordinator, Administration Coordinator, Elected Staff Representatives) will advise the Principal where relevant on student matters and initiatives.

The Assistant Principal will work with the relevant Coordinator and discuss the issue and relevant aggravating and mitigating factors of the student's actions. The Assistant Principal is also charged with the strategic planning of pastoral care and wellbeing at St Paul's.

The Student Coordinator/Studies Coordinator will investigate the issue and liaise with the relevant students and their families

Budget

Financial matters that need to be taken into consideration are the expenses associated with funding welfare initiatives across all Year Levels and the costs associated with Staff Professional Development and implementing the Wellbeing Strategic Plan.

Legislative/Professional Guidelines

- Children and Young Persons (Care and Protection) Act 1998(NSW)
- Disability Discrimination 1992
- Disability Standards for Education (2005) and Guidance Notes (2005), revised 2012.
- Australian Education Act 2013
- NSW Government, Keep Them Safe Online Mandatory Reporting Guide (2013)
- National Professional Standards for Teachers (2011).