



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

## 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** and the **Procedures for Serious Student Misbehaviour 2018**.

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.

The **Procedures for Serious Student Misbehaviour 2018** guides the College's response to such behaviour. The rights, welfare and wellbeing of all members of the College community are respected, while at the same time any damage done to relationships within the community is repaired. Restorative principles play a significant role in such cases.

## Policy Statement

The Pastoral Care and Wellbeing Policy at St Paul's Catholic College reflects the *Diocesan Vision Statement* for Catholic schools and is guided by the principles stated in the Diocesan Pastoral Care Policy. The College's Vision & Mission Statement directs the Pastoral Care Policy at St Paul's.

The Pastoral Care Policy seeks to implement our core values, namely that the College is a place where students:

- Know that God is recognised and spoken about;
- Feel welcome, accepted and valued;
- Grow as Christians;
- Exercise responsible care for each other;
- Develop their own special identity;
- Grow towards wholeness;
- Understand and appreciate the role and contribution of family; and
- Develop a healthy discipline and respect for self and others

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

The Management of this policy rests with the Assistant Principal Welfare 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.

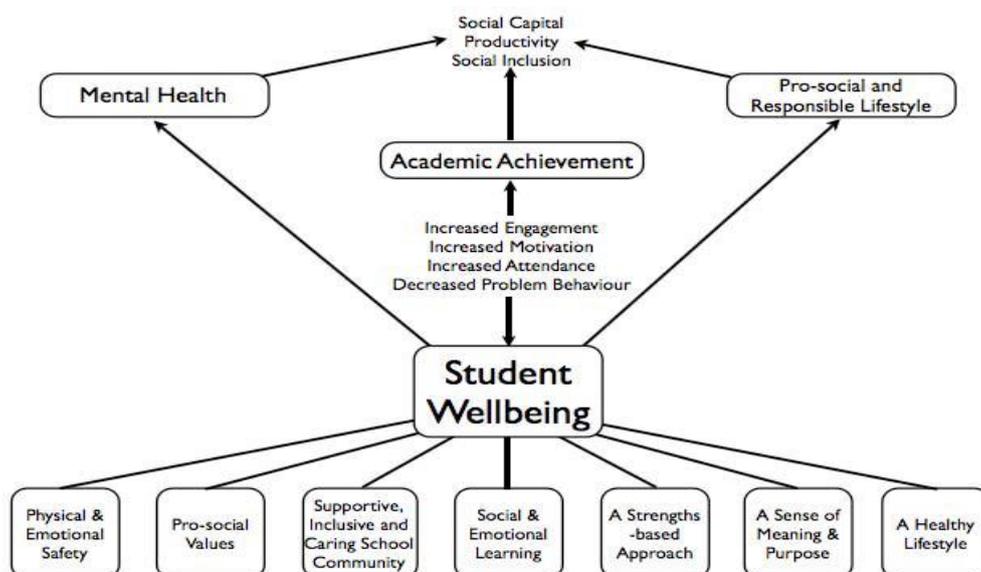
**Student connectedness and engagement.** An essential element of human wellbeing is the experience of belonging, of being connected to others in a community, being accepted and valued, and being positively involved and engaged within a community. For the wellbeing of students, their College must provide 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).