

Pastoral Care Policy

CONTEXT

Our Pastoral Care policy is based on Jesus' call to *'Love one another as I have loved you'*. His life of unconditional love shapes the way in which we hope to care for each other and is the basis for living a full life.

In our Mission Understanding we are invited to:

- Treat each other with dignity and respect.
- Be a secure and welcoming place where all can experience belonging, support and trust.
- Build strong, positive relationships which value and celebrate diversity.
- Be just and forgiving.
- Ensure that reflection and stillness are part of our lives.
- Support young people in becoming responsible, compassionate and active citizens.

Pastoral care is a dynamic and generative process whereby individuals who feel a deep sense of belonging and care are then able to show this same sense of welcome and care for others. It is integral to the daily life of the school.

VALUES

Our seven core values: *respect, support, understanding, equality, community, learning and positive relationships* inform and underpin all aspects of our work in pastoral care.

RATIONALE

"Social connectedness, academic engagement and achievement, physical wellness and spiritual growth are interdependent. This holistic view recognises that wellbeing is both central to learning and an outcome of learning; neither wellbeing nor learning can be viewed separately from each other" (eXcel: Wellbeing for Learning in Catholic School communities, p.8)

All students and staff have the right to learn and teach; and to feel comfortable, included and safe. It is our individual and shared responsibility to create a community where this can happen.

The College adopts a whole school approach to pastoral care. Through this we will promote, develop and support positive relationships among students, staff and families, and a safe and supportive environment where all can learn and do their best.

GUIDELINES

A whole school approach to pastoral care will:

- Promote a holistic approach to students' physical, intellectual, moral, social, emotional wellbeing and development.
- Underpin all school activities and is the responsibility of all staff.
- Assist in developing a positive classroom and school climate.
- Support all students in completing their education and achieving their best.
- Improve connections across the whole school community.
- Foster responsibility for others and engagement with the community beyond the school.

To implement a whole school approach to pastoral care the College will:

- Ensure that the school is organised so that all students are known and have a significant adult who takes an active interest in them, their wellbeing and development.
- Where possible, arrange for the pastoral care teacher to teach his / her pastoral care group.
- Explicitly teach social and emotional learning (SEL) through Pastoral Care, Health and the Trinity program and embed SEL into all aspects of school life and learning.
- Use trauma informed and positive education practices that are based on the Berry Street Education Model.
- Collect whole school data around student wellbeing and learning through the PIVOT student feedback surveys and the Resilient Youth surveys.
- Use comprehensive, engaging and inclusive approaches to teaching and learning.
- Continue to develop celebrations, traditions, rites of passage and rituals which provide opportunities to connect and foster a sense of belonging, fun and community.
- Monitor carefully the wellbeing and learning of all students.
- Ensure that all students and staff are able to access support when it is needed.
- Use a 'Response to Intervention' approach to managing the wellbeing and learning of students with particular needs.
- Where possible, address pastoral issues proactively with a focus on prevention and early intervention.
- Develop effective procedures for sharing and communicating information about students.
- Nurture and maintain family – school relationships which are grounded in respect, cooperation and trust.
- Support staff in implementing this policy through professional learning.
- Build partnerships which enable young people and their families to access community support.

IMPLEMENTATION

A broad range of strategies, activities and structures assist in providing pastoral care. These include:

- Pastoral support structure
- Educational support
- Pastoral care learning program
- Community building activities
- Student leadership opportunities
- Student voice initiatives
- Peer Support
- Co-curricular activities

- Transition support
- Counselling
- Opportunities for prayer and reflection
- Policies and programs that address issues around health, relationships and personal / social learning.

Responsibility for the day to day pastoral care of students lies with the pastoral care teacher and subject teachers of each student, supported by the Year Level Leader, School Counsellor, Careers / VET teacher and Deputy Principal (Pastoral Care).

Notes

Formal pastoral care programs will be developed in light of Health and the Personal and Social Capabilities in the Victorian Curriculum and CEM policies on Pastoral Care, Student Wellbeing and Social and Emotional Learning (SEL)

Definitions:

“Social and Emotional Learning (SEL) is the process for integrating thinking, feeling and behaviour to achieve important social / life tasks, meet personal and social needs and develop the skills necessary to become productive, contributing members of society.” (CEM 2009)

Related Policies:

This policy needs to be read in conjunction with the following College policies:

- Student management
- Managing critical incidents.
- Grievances and complaints procedures
- Counselling
- Drugs
- Faith development
- Student involvement
- Student leadership