



Pastoral Care Policy

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**Referred Policies: Drug Education, Illicit Drug Use, Discipline,
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PASTORAL CARE DOCUMENT

Pastoral Care permeates the total climate of relationships within the Catholic school. It has the individual as its focus and reflects the support, the encouragement, and the tender care shown and experienced in the ethos of Catholic communities.

The spirit of pastoral care at St Margaret's enriches the lives of all those involved in the community. This policy documents our commitment to pastoral care and our efforts to promote its life-giving focus. Our School Vision and Behaviour Purpose Statement supports it.

Pastoral Care draws its dimensions from the life of Jesus Christ. In the light of His example and teachings, we endeavour to allow the children to grow, develop moral sensitivity, to be affirmed in their dignity and worth as persons and to develop skills in building personal relationships. Furthermore, Pastoral Care allows children to experience a sense of belonging and security where all members can contribute to one another's growth.

"All Members May Be Concerned For One Another..."
(Corinthians 12: 25-27)

PASTORAL CARE: THE CHRISTIAN VISION

"I have come that you may have life, and have it to the full."
(John 10:10)

Gospel values which inspire this policy:

LOVE CARE RESPECT DIGNITY COMPASSION
FORGIVENESS COMMUNITY JUSTICE

BEHAVIOUR PURPOSE STATEMENT

We are committed to providing a welcoming Catholic community which is actively reflective of Jesus' values in our decisions, choices and actions. Through our curriculum, programs and relationships our school promotes the academic, and personal growth of students so that they make positive and informed contributions to society.

RATIONALE

At St Margaret's School our Pastoral Care Policy guides us in implementing ways of presenting and living the Gospel values. It defines the formal support structures, which reflect our concept of Pastoral Care in relation to the children, the parents and the staff.

As Pastoral Care is primarily about relationships we focus on creating good relationships within the school community through both the formal and informal interaction that takes place and upon developing the pastoral activities that occur. Our policy informs members of the school community of their roles in this area and takes into account the available time, resources and personnel.

Through the aims and application of this document we present a unified approach to promoting the pastoral care ethos of our school.

IMPLICATIONS FOR IMPLEMENTATION

This Pastoral Care Policy involves all community groups within our school:

Students
Staff
Parents and families
Clergy

It will pervade all facets of school life:

Faith Development
Curriculum
Enrolment Policy
Counselling
Discipline
Administration

A positive environment is fostered where each individual is:

Supported
Respected
Valued
Affirmed
Appreciated
Treated Justly
Safe

It aims to support the total needs of the child:

Emotionally
Spiritually
Academically
Physically
Socially

RIGHTS OF CHILDREN

- To feel safe and secure
- To be listened to and respected
- To have personal property respected
- To be treated fairly
- To learn and be taught
- To have access to adequate facilities and equipment

RESPONSIBILITIES OF CHILDREN

- To treat others and their property with thoughtfulness, care and respect
- To be polite and co-operative with teachers, staff, parents and visitors
- To act in a responsible manner, showing a good example to others
- To follow and live up to school expectations
- To be respectful of differences in others
- To be respectful of all children including those with a disability

RIGHTS OF PARENTS

- To be the prime educators of their children
- To be treated with respect
- To have access to staff at convenient and mutually agreed times
- To be kept informed of their children's spiritual, social and educational development
- To expect the curriculum offered will help each child to develop their full potential

RESPONSIBILITIES OF PARENTS

- To recognize and fulfil their role as the prime educators of their children
- To support and respect the Catholic values imparted by the school as reinforced in our Vision and Behaviour Purpose Statement
- To respect the confidentiality of others in the school community
- To encourage good behaviour habits from the children
- To be informed and supportive of school policies
- To play an active role in school activities, such as working bees, fundraising or excursions.
- To observe courtesy in regard to access and working collaboratively with staff
- To present children ready to learn
- To be respectful of all children including those with a disability

RIGHTS OF STAFF

- To teach in an environment which is conducive to learning
- To be given the opportunity for professional learning
- To have access to relevant information about students
- To feel safe and valued, both personally and professionally
- To be supported and have access to adequate teacher resources
- To be given equal opportunity
- To be respected by peers, parents and children

- To express opinions openly
- To work within a pastorally caring environment

RESPONSIBILITIES OF STAFF

- To maintain a positive learning environment
- To offer students a range of experiences and learning strategies
- To develop professionally and be familiar with current trends in education
- To teach within CECV policies
- To report accurately to parents in regard to academic, social and behavioural matters
- To support colleagues, leadership and to enact the vision of the school
- To be committed and involved in school community
- To fulfil duty of care
- To be respectful of all children including those with a disability
- That greater measures may need to be taken for younger students or students with disabilities
- To model Gospel values

SCHOOL PRACTICES

- The encouragement of self-discipline through expectations and consequences.
- Active Faith development nurtured by prayer times, R.E. curriculum, paraliturgies, sacramental celebrations and assemblies.
- An enrolment policy which makes reference to the special needs of the child and the family.
- Class groupings appropriate to the needs of staff and students in consultation with parents.
- Opportunities for interaction between parents, staff and children, such as barbeques, picnics, curriculum workshops, Sacramental evenings, assemblies, masses, paraliturgies, sports days, excursions and school camps.
- Equality in relation to gender, culture, ability and needs.
- Participation in community services: Parish Fete, Viqueque Partnership donations for St. Vincent de Paul, Project Compassion, support of selected fundraising events
- Buddy System between students in Prep and Year 6
- School and sport Colour Captains, as well as leadership roles for students in Year 6.
- Whole school involvement in School Wide Positive Behaviour Framework programs developing the three school wide expectations *Being: Responsible, Respectful and Safe*.
- Information sessions and forums for parents run by staff, outside agencies and guest speakers.
- Curriculum which promotes personal development, social skills and safety, including units of work on Health and Human Development, Swimming program, Fire safety and Civics and Citizenship.

- That it owes a duty of care to take reasonable care that any student (and other person) on the premises will not be injured or damaged by reason of the state of the premises.
- That it owes all students a duty of care to take reasonable measures to protect them from risks of injury that should have been reasonably foreseen

Behaviour Management

At St Margaret's we recognise the importance of a unified and consistent approach to the management of children's behaviour. We believe the whole school community is responsible for an effective policy, therefore communication and support between staff, children and parents is essential.

Our principles of behaviour management reinforce our policy of Pastoral Care. They address the needs of each of the individuals concerned, treating them fairly, justly and consistently and fostering their emotional, physical, spiritual, academic and social development.

THREE SCHOOL WIDE EXPECTATIONS TO MAKE OUR SCHOOL A SAFE AND HAPPY PLACE

Being

1. Responsible.
2. Respectful.
3. Safe.

RATIONALE

Jesus teaches us... ***“Love one another as I have loved you”***

Everyone is important in our school and so we behave in a way that shows respect and care for others and ourselves.

Therefore we will:

- Show care and respect for others and ourselves at all times.
- Treat all people as being equally important and special.
- Remember that bullying is unacceptable.

DISCIPLINE

Discipline practices at St Margaret's aim to develop responsible self-discipline among our students. They also seek to promote the wellbeing and good order of the community. We recognize the importance of a unified and consistent approach to the management of children's behaviour. We believe the whole school community is responsible for an effective policy, therefore communication and support between staff, children and parents is essential

POSITIVE REINFORCEMENT

At St Margaret's School we recognize and encourage the development of self-discipline and constructive behaviours. These measures include the use of:

- PRAISE
- AFFIRMATION
- PEER FEEDBACK
- SELF REFLECTION
- TEACHER FEEDBACK / WRITTEN COMMENTS
- CLASS AND WHOLE SCHOOL AWARDS / CERTIFICATES
- STUDENT WELLBEING TERM AWARDS

SPECIAL NOTE:

Corporal Punishment is not permitted as a form of punishment at St Margaret's School, East Geelong. Discipline of students is based on principles of procedural fairness.

Matrix of Expectations at St. Margaret's Primary School

Teaching Matrix		Settings					
		At All Times	Junior Playground	Senior Playground	Learning Areas	Corridors	Toilets
E x p e c t a t i o n s	Respect	Give attention to the speaker and be prepared to respond. Use kind words and actions. Treat all property carefully. Use manners. Take pride in your school Wear the correct school uniform.	Keep hands, feet and objects to self Include others and be fair Take care of our natural environment Use kind words and actions Follow directions from teacher on duty	Keep hands, feet and objects to self Include others and be fair Take care of our natural environment Use kind words and actions Follow directions from teacher on duty	Raise your hand Use inside voices Be considerate of others' personal space and property	Be respectful of displays. Use voices that are considerate of others. Other people's property is their personal property.	Respect everyone's privacy. Wait quietly for your turn.
	Safe	Follow safety instructions. Make safe choices.	Use playground equipment appropriately Stay within the playground boundaries We are sunsmart	Use playground equipment appropriately Stay within the playground boundaries We are sunsmart	Take care of each other Stay safe Move carefully around the space	Walk only zone. Store things correctly.	Dispose of bathroom materials correctly.

	Responsible	At all times be responsible for the choices you make. Be responsible for the equipment you use and the spaces you are in. Be a good example to others.	Report problems and injuries to the teacher on duty Stay in areas designated by your teacher Return playground equipment	Report problems and injuries to the teacher on duty Stay in areas designated by your teacher Return playground equipment	Take care of materials Always do your best work Be organized	Keep a clean, tidy and hygienic corridor.	Flush and wash your hands. 'Use water Wisely'. Return promptly! Report problems to an adult.
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PLAYGROUND CONSEQUENCES

- On the spot reminder
- Teaching of SWPB Framework behaviours
- Implementation of Restorative Practices (if required)
- Temporary separation from the group or play area until given permission to return to play
- Inside detention (loss of yard privileges)
- Child sent to supervised area to complete explanation form: "Think Sheet."
- Name and incident details reported to principal or deputy principal.
- An Incident Report is sent home and signed by parents and returned to school.
- Report directly to principal. Parents contacted.
- Negotiated Consequences (In consultation with Principal, student and parents).

CLASSROOM EXPECTATIONS

These help to foster self-discipline and make expected behaviour clear in advance. Class teacher and students decide rules collaboratively through SWPB Framework matrix.

These are displayed and expressed positively.

CLASSROOM CONSEQUENCES

If a student chooses not to follow an expectation then one or more of the following consequences will apply:

- Quick on the spot reminder of the rule.
- Teaching of School Wide Positive Behaviours

- Temporary separation - from the group or area to an alternative place within the classroom and alternative space in the school..
- Detention during playtime or lunchtime. Child may be asked to complete an Explanation form: “Think Sheet” and sent home and signed by parents and returned to class teacher.
- Child sent to Principal. Parents contacted if necessary.
- Negotiated Consequences (In consultation with Principal and parents).
- Students placed on Individual Behaviour Plans.

BULLYING

Bullying is repeated, unprovoked intimidation of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group. The bullying behaviour is intended to deliberately hurt, upset, intimidate or threaten the other person.

If you or someone you know is being bullied please report it to school staff. (Usually the class teachers of the child/children involved or contact the Principal).

Bullying intervention strategies

After an incident has been reported, one or more of the following approaches will be implemented:

- Children involved interviewed by class teacher to gain further information.
- Organised playtime activities. Student may need support in socializing with a friendship group.
- Curriculum initiatives for classes of affected children. For Example: Lesson from programs like Bounce Back and games from variety of wellbeing games. In addition Restorative Practice Strategies are employed to maximise outcomes.
- Staff informed to monitor specific children at playtimes and record incidents in Behaviour Book (Observation Book System).
- Disciplinary consequences applied to student using bullying behaviours.
- Measures be taken to cease the behaviour and protect the person being bullied.
- Parent Resources are available via our school library.

Rights and Responsibilities: – Pastoral Care Policy

<i>Here are your important rights...</i>	<i>...and responsibilities</i>
<p>1. You have a right to be an individual at school.</p>	<p>1. You have a responsibility to let others be individuals at school.</p>
<p>This means that you should not be treated unfairly because you are tall or short, boy or girl, because it takes a little longer to get the right answer.</p>	<p>This means that you should not treat others unfairly because they are tall or short, boys or girls, because it takes a little longer to get the right answer.</p>
<p>2. You have a right to be respected and treated with kindness.</p>	<p>2. You have a responsibility to respect others and treat them with kindness.</p>
<p>This means that others should not laugh at you, make fun of you or deliberately hurt your feelings.</p>	<p>This means that you should not laugh at others, make fun of them or deliberately hurt their feelings.</p>
<p>3. You have a right to express yourself.</p>	<p>3. You have the responsibility to let others express themselves.</p>
<p>This means that you may talk freely about your ideas and feelings when it is appropriate and in an acceptable manner.</p>	<p>This means that you should let others talk freely about their ideas and feelings when it is appropriate and in an acceptable manner.</p>
<p>4. You have a right to a safe school.</p>	<p>4. You have a responsibility to try to keep the school safe.</p>
<p>This means that your school should try to provide safe classrooms, equipment and rules to ensure your safety at school.</p>	<p>This means you should try to make your classroom safe, look after our equipment and follow the school rules to ensure everybody's safety at school.</p>
<p>5. You have a right to tell your side of the story, remembering the rights of others.</p>	<p>5. You have a responsibility to listen to others tell their side of the story.</p>
<p>This means that you may tell your side of the story when accused of breaking a rule.</p>	<p>This means you should let others tell their side of the story when accused of breaking a rule.</p>
<p>6. You have a right to learn at school.</p>	<p>6. You have a responsibility to let others learn at school.</p>
<p>This means that you always try your best with all your work and take advantage of the opportunities provided.</p>	<p>This means you shall not distract others learning or the teacher from teaching.</p>

REFERENCES/REFLECTION MATERIAL

School Vision Statement
Pastoral Care of Students in Catholic School – C.E.C.V.
Religious Education Program – To Know, Worship and Love
You Can Do It: Program Achieve – Michael E Bernard
Bounce Back Program – McGrath and Noble
Behaviour Recovery – Bill Rogers
Friendly Kids, Friendly Classrooms – Helen McGrath
Same Classroom, Different Kids – Helen McGrath
Get Real – Drug Education Program Resource
National Safe Schools Framework

PARENT LIBRARY (Available through both our school library and from School Counsellor Resources.)

SUPPORT SERVICES

- *Catholic Education Office:*
James Goold House, 228 Victoria Pde.
East Melbourne, Vic. 3002
Education Officer, Student Wellbeing 03 9267 0283
- *Centacare Catholic Family Services*
62 McKillop St. GEELONG 52217055
Email: ccentacac4@bigpond.net.au
- *Bethany Community Support*
1 Gibb St. GEELONG NORTH 52788122
Email: bfs@bethany.org.au
- *Wellbeing for Kids*
- *Kids Help Line*
1800 551800
- *Parents Help Line*
13 22 89

Drafted: 2015

Review: 2019