



Pastoral Care Protocol

1. RATIONALE

“A fundamental belief for Tasmanian Catholic Education as a community is that Jesus’ values and teachings seeks the flourishing of all people: I come that they may have life, and have it to the full (John 10:10).” *TCEO Pastoral and Wellbeing Policy*.

Pastoral Care provides a visible presence of God’s love within the actions, words and demeanour of all within the College. It draws on gospel values of faith, compassion and justice, demonstrating a deep respect and acknowledgement of the dignity of each individual, who is made in the image of God (Genesis 1.27).

Pastoral Care is at the heart of all Catholic schools and institutions. The central tenet of Pastoral Care is to nourish, support, challenge and sustain all members of the school community: students, families, staff and members of the broader community and outreach. As such, a shared understanding of Pastoral Care should inform and influence relationships, and learning and teaching purposes and outcomes. Pastoral Care ensures that all members of the College Community are welcomed, have a voice, and can rely on a network of care and appropriate support when in need.

At St Patrick’s College, the foundation of all Pastoral Care is underpinned by the values of our Mission Statement, which is to be a school community of faith, learning, respect and service in the Catholic tradition.

2. PURPOSE

The purpose of this policy is to outline the scope and principles of Pastoral Care at St Patrick's College. The policy refers in the broader sense to the Tasmanian Catholic Education (TCEO) Pastoral Care and Wellbeing Policy and specifically refers to and draws upon individual College Policies, including the Behaviour Support Policy, Anti-Bullying and Harassment Policy, and all other related Policies.

2.1 – Definitions:

Definitions used in the Policy have been sourced directly from the TCEO Pastoral Care and Wellbeing Policy.

Pastoral Care

Pastoral Care is the care for the 'whole person', i.e. for the individual's spiritual, intellectual, social, physical and psychological wellbeing. It originates in profound Pastoral Care Policy - August 2015 respect for the dignity of both the individual person and the community transformed by the values of the gospel.

The origin of the phrase 'pastoral care' is in Jesus's pastoral image of the Good Shepherd (John 10-1-18). Here the Good Shepherd is one who looks after his sheep and will lay down his life for them. Likewise in the Parable of the Lost Sheep (Luke 15: 1-7; Matthew 18: 12-14) the Good Shepherd is the image of a shepherd who has compassion for the 'little ones' who are at risk.

Wellbeing

Wellbeing is a combination of a person's physical, mental, emotional and social health. Positive wellbeing enables students, staff and communities to flourish.

3. POLICY FRAMEWORK

St Patrick's College places a high priority on the fostering of a positive, welcoming and inclusive community for all of its members.

The College promotes and encourages the development of positive partnerships between school, students, families and the broader community.

An informed, compassionate and educative approach to all aspects of individual and social relationships, interactions and behaviour is actively promoted and pursued across all schools, houses and domains within the College and community. As such, responses and actions provided by the College to individual needs acknowledge the dignity and intrinsic worth of each person, giving consideration to all dimensions of life, spiritual, emotional, intellectual, physical and social.

3.1 – Guiding Values

Guiding values that are specifically relevant to the St Patrick's College Pastoral Care Policy include:

- *Respect*
- *Belonging*
- *Endeavour*
- *Safety*
- *Service*
- *Compassion*
- *Relationships*
- *Social Justice*

These values are found within the College Mission Statement and key expectations and provide a specific focus and central structure to the behaviours and approaches we would expect to see lived and acted within our community.

4. BEHAVIOUR MANAGEMENT

College policies and protocols relating to behaviour management are informed by gospel values and always seek to promote the intrinsic worth and dignity of individuals, groups and the community. The College acknowledges and places a high significance on the wellbeing of students, families, staff and all members of the

community, ensuring that all members feel cared for, valued and supported appropriately.

Decisions made by the College, groups or individuals, that impact significantly on the lives, wellbeing, education or work of others, give consideration to the key elements of pastoral care outlined in this policy, including reference to all domains (spiritual, physical, emotional, intellectual and social) where relevant. Behavioural responses and disciplinary policies developed for students place a high degree of significance on being educative in nature, designed to encourage and guide the growth, spiritual development and emotional, intellectual and social maturity of all students.

4.1 – Positive Behaviour Support

The goal of School Wide Positive Behaviour Support at St Patrick's College is to create and maintain a positive and safe learning environment that enhances our school culture where we maximise individual academic and social growth. In accordance with our Mission we are a school community of faith, learning, respect and service in the Catholic tradition.

The College's Positive Behaviour Support Framework provides the overview and structure of the College's approach to promoting positive and safe behaviour in the College community. The focus of the approach with our students is on our 'PBS Statements': *Participate in Our Community. Be a Learner. Show Respect.* Please refer the Positive Behaviour Support Framework brochure, on the College website, for further information.

4.2 – Behaviour Management Philosophy

At St Patrick's College behaviour management is grounded in the philosophy of pastoral care whereby all members of the school community:

- *are treated with dignity and justice*
- *feel safe and secure*

- *are free to be engaged in the learning and teaching process unhindered by anti-social behaviour*
- *acknowledge their rights, but are also aware of their responsibilities to themselves and others*
- *are aware of the procedures that will be followed in managing appropriate behaviour*
- *are assured that teachers will be fair and consistent in matters of discipline*
- *know that students have been made aware of the consequences of their actions*

Violation of the rights of students or staff is a serious issue and jeopardises the credibility of our Catholic ethos. The staff member's response to unacceptable behaviour is, therefore, crucial to the effective operation of the College. The immediate aim of such a response is to make students aware of their irresponsibility, and allow them to experience the consequences of their choices, in order to rectify their behaviours in future scenarios. The long-term aim of persistent intervention is the development of the student into a socially aware and self-disciplined person. The College Charter of Rights & Responsibilities gives a clear indication of the approach the College takes in order to build a positive and safe community of staff, students and parents.

4.3 – Charter of Rights & Responsibilities

St Patrick's College is committed to living out the Gospel values of love, care, concern, reconciliation and justice through its Pastoral Care Policy. This will occur when all members of the community are aware of their rights and take responsibility for their actions, as outlined in the following charter:

RIGHTS

- To be valued, supported and encouraged to grow and develop by the whole community.
- To learn, teach and work.
- To be treated fairly and with dignity and respect.

- To feel safe and included physically, socially and emotionally.
- To voice concerns and to be heard.
- To have fair access to programs, resources and support structures.
- To feel proud to be part of the College community.
- To be advised of the College's ethos, policies and procedures.
- To have property respected.
- To have a clean, attractive, appropriate working environment which supports the above rights.

RESPONSIBILITIES

- To accept opportunities for growth and development which are offered, and encourage others to do so too.
- To do your best work and allow and encourage others to do the same.
- To treat yourself and others fairly and with dignity and respect.
- To ensure the safety and inclusion of others.
- To listen to and consider the needs of others.
- To be involved in College programs through active participation or support.
- To promote the good reputation of the College at all times in dress, behaviour and speech.
- To become informed of the College's ethos, policies and procedures.
- To care for your own possessions and those of others.
- To respect and maintain the clean, attractive environment and facilities provided by the College.

ACCOUNTABILITY

The College has the right and the responsibility to monitor the behaviour of members of its community. Where behaviour is inconsistent with this charter, consequences will apply.

4.4 – Discipline, Detention, Suspension & Expulsion

Enrolment of their child at the College implies that parents/caregivers will accept the disciplinary actions of the College. Hence, it is not acceptable to the College for

parents/caregivers to refuse to support the College in handing out reasonable penalties. Parents/caregivers have the right to discuss such matters with the College, but they must be prepared to accept the final decision of the College.

For some infractions of school rules, detention will be held during lunch times or for one hour after-school on a specified day (Tuesday). For major infractions or continued violation of rules, detention will be held on Saturday morning from 9:00am until 11:00am. Students will need to report in full school uniform for Saturday morning detentions. Tutors and subject teachers may also assign students to detention during Recess and Lunch time. Detention will take priority over other activities.

For serious and significant breaches of the College rules, students may be suspended internally or externally. For internal suspensions, students will be removed from their classes and supervised by a staff member as they complete their relevant school work. Their break times will also be supervised and will occur at different times to those of their peers. For external suspensions, students are excluded from attending school. Prior to recommencing their attendance, the student and parent/s must attend a Re-Entry Interview meeting to discuss the expectations of the student for their re-entry into the community.

Students who receive multiple suspensions are placed on *Enrolment Review*. The *Enrolment Review* process is the final intervention strategy the College implements to support the student in addressing their behaviour. If the evidence collected as part of this process demonstrates on-going behaviour that is prejudicial to the safety and welfare of staff and students of the College, or the reputation of the College, then the Principal may proceed to the termination of enrolment for the student.

In the instance of a significant breach of the College's behavioural expectations by a student that is prejudicial to the safety and welfare of staff and students of the College, or the reputation of the College, the Principal may proceed to the termination of enrolment for the student.

5. RELATED POLICIES AND PROTOCOLS

TCEO Pastoral and Wellbeing Policy

TCEO Suspension & Expulsion Policy

Anti-Bullying and Harassment Policy: Students

Attendance Policy

Critical Incident Management Policy

Drugs Policy

Occupational Health and Safety Policy

Uniform Code

Work, Health and Safety Policy

6. POLICY RESPONSIBILITY

The person responsible for the implementation of this policy is the St Patrick's College Principal.

7. POLICY REVIEW

The policy shall be reviewed every three years, or in the event of any information, incident, injury, or illness that would demonstrate the need for a review, or resulting from any legislative or organisational change that would warrant a review.

8. POLICY DATES

Formulated: June 2015

Adopted: August 2015

Implemented: August 2015

Reviewed: August 2018

Adopted: September 2018

Implemented: September 2018