

PASTORAL CARE POLICY
OUR LADY OF THE ROSARY CATHEDRAL SCHOOL
WAITARA

May 2017

Rationale:

I have come that you may have life and have it to the full.

(John 10:10)

Pastoral Care is central to the ethos and identity of a Catholic school. It is based on a deep respect for the dignity and uniqueness of the individual person as we are all made in the image of God (Genesis 1:27). The Catholic school by providing a strong sense of wellbeing, belonging and security, that affirms students in their dignity and worth, assists students to achieve their full potential as a human person, physically, socially, intellectually, emotionally and spiritually.

(Guidelines for Pastoral Care in Catholic Schools 2003, CEC, p6)

POLICY FRAMEWORK

Catholic Context

Pastoral Care at Our Lady of the Rosary is based firmly on the Catholic worldview and the Christian vision as expressed in the following statements:

Pastoral care.....

...has as its focus the life of Jesus Christ.

I have come that you may have life and have it to the full.

(John 10:10)

The Catholic worldview perceives Jesus as God's Son, who saved us through his life, death and resurrection, and through whom we enter into the life of God.

Pastoral Care in the Church and hence in a Catholic school draws its expression and strength from the life of Jesus Christ. In Jesus we see God's paramount expression of love, compassion, reconciliation and justice. In Jesus we experience God as a caring shepherd who is faithful to the flock, who knows them intimately, who frees and saves.

Jesus demonstrates by his own life what we have been created to be — fully human, fully alive and able to participate in the life and love of God. It is this vision of human life which the Catholic school communities of the Diocese of Broken Bay seek to embrace and emulate in their approaches to pastoral care.

... is concerned with the dignity and integral growth of the person.

God created humankind in God's image

. (Genesis 1:27)

... is a responsibility entrusted to all members of the faith community.

All members may be concerned for one another. If one member suffers, all members suffer: if one member is honoured, all members share this joy. You then are the body of Christ.

(1 Corinthians 12:25-27)

The Catholic worldview perceives an imperative to proclaim to others the love we receive from Jesus, by loving them as Jesus loves us

In the Catholic school community responsibility is entrusted to all members — students, parents, staff, clergy, administrators — to contribute to one another's growth and journey towards wholeness.

It endeavours to provide to all the experience of high quality interpersonal relationships of care and support. Thus each member is both a provider and recipient of Pastoral Care.

... is a force for healing, reconciliation and liberation.

I shall look for the lost one, bring back the stray, bandage the wounded and make the weak strong. I shall be a true shepherd to them.

(Ezekiel 34:16)

The Catholic worldview perceives the action of the Spirit in the world, inviting and empowering all people to respond to the divine love.

The Scriptures present God's work of redemption fully realised in Jesus, and it is in and through Jesus that we learn to be a welcoming, forgiving and reconciling people.

A Catholic school community immersed in the Gospel of Jesus and filled with his Spirit is committed to the values of compassion, tolerance, forgiveness and reconciliation. Pastoral Care supports and provides a context for the growth and expression of these values in all aspects of the school's life.

... is an expression of and commitment to justice.

He has sent me to bring good news to the poor, to proclaim liberty to captives and to the blind new sight, and set the downtrodden free.

(Luke 4: 18)

The Catholic worldview perceives an obligation to work to create social conditions in which the unique dignity of each person is respected and all human rights protected.

The pursuit of justice for individuals and communities has long been a core focus of the mission and ministry of the Church. Pastoral Care in our Catholic schools endeavours to uphold and sustain policies and practices that foster the values of mutual respect, responsibility and service within the community. A commitment to democratic processes, co-operation and concern for the common good are principles that students are progressively encouraged to emulate in their relationships with others.

A school community needs to respond with increasing sensitivity to the social and cultural diversity of its members. It is in and through Pastoral Care that much can be done to promote respect and to support such things as diverse family structures, different ways of giving expression to Christian faith, and awareness of cross-cultural issues. School policies and practices must be respectful of the dignity, rights and fundamental freedoms of individual students and must provide learning opportunities for individual students which are responsive to their unique needs for growth and fulfilment.

National Safe Schools Framework Context

This policy is underpinned by the following guiding principles from the National Safe Schools Framework (2011) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Our Diocesan Catholic schools

- affirm the rights of all members of the school community to feel *safe* and *be safe* at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfil the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe
- commit to developing a safe school community through a whole-school and evidence-based approach

POLICY CONTENT

Pastoral care refers to action taken within a school to promote and enhance personal, social, physical, emotional, mental and spiritual wellbeing. Optimal wellbeing is characterised by positive feelings and attitude, positive relationships with others, resilience and satisfaction with self and experiences and engagement in learning.

Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System

This framework utilises the National Safe Schools Framework (2011) ensuring that schools in the Broken Bay Diocese meet the objectives of the NSSF at the same time as meeting our vision for pastoral care and wellbeing. Schools in the Diocese of Broken Bay will utilise the framework to create safe and supportive learning environments.

The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships.

The ten pathways are:

1. Leadership commitment to pastoral care and wellbeing
2. A supportive and connected school culture
3. Policies, structures and procedures
4. Professional learning
5. Positive behaviour approaches
6. Safe school learning and teaching
7. Student wellbeing and student ownership
8. Healthy lifestyle development
9. Early intervention and targeted support
10. Partnerships with families, parish and community

The characteristics of each pathway and guidelines for implementation are developed in the *Diocese of Broken Bay Pastoral Care and Wellbeing Framework for Learning* and associated support documents.

Pastoral care is based on the respect and dignity of the human person. In the Catholic school setting this calls for distinctive understandings of relationships, teaching and learning and community.

Relationships

Pastoral care grounds the school's Mission Statement in the quality of daily relationships. The ways in which people interact with each other in the daily life of the school significantly affects each person's sense of well-being, identity and self-worth. Everyone in the school community has a responsibility to foster quality interpersonal relationships amongst teachers, students, parents, support staff, priests and parish communities.

All members of staff have a significant role to play in modelling the importance of building and maintaining relationships grounded in mutual respect, dignity, fairness, reconciliation, restoration, compassion and justice. They have a responsibility to ensure that their response to gender, cultural background and family circumstances supports student learning outcomes. All staff members need to be known as caring, compassionate adults who take a genuine interest in the lives of their students and who set appropriate boundaries within those teacher-student relationships.

A human person centred approach focuses the school towards the realisation of the potential of each person and at the same time nurtures the experience of belonging to the school community. School structures, therefore, ensure that each student has access to a smaller group where the student is known personally. Furthermore, structures and administrative practices are intended to promote the positive interaction between staff and students.

Teaching and Learning

The primary expression of pastoral care in a school is through the dynamics of teaching and learning and in the congruence between the statement of purpose and mission of the school and the total curriculum. The school curriculum, therefore, should be comprehensive and inclusive based on quality learning for all, characterised by contemporary pedagogical practices and responsive to the individual learning needs of students. It needs to be responsive to students with special needs and should aim to redress educational disadvantage brought about by such factors as socio-economic status, gender, ethnic origin or race.

Students are to be given opportunities to become reflective, self-directed learners capable of negotiating the curriculum around meaningful, relevant tasks. Fair and just assessment procedures will be utilised.

All dimensions of teaching and learning should promote students' ongoing formation in selfdiscipline and personal responsibility with schools establishing, developing and managing environments in which students learn to respect rights and fulfil responsibilities. The rights of teachers to teach and students to learn in a safe and supportive school environment are valued and protected.

Community

The school community values hospitality, inclusion and empathy. A vital sense of community in the school offers a safe and supportive environment in which learning can occur and in which staff members feel valued, empowered and affirmed. The school community particularly supports students at risk.

The community dimension of pastoral care supports the development of parent, parish and diocesan partnerships. Based on relationships of trust and co-operation, schools have an orientation that empowers families, strengthens relationships between home, school and parish. Schools need to be respectful of diverse cultural and family structures, and supportive of families in crisis.

A commitment to establishing effective networks of care is an integral feature of pastoral

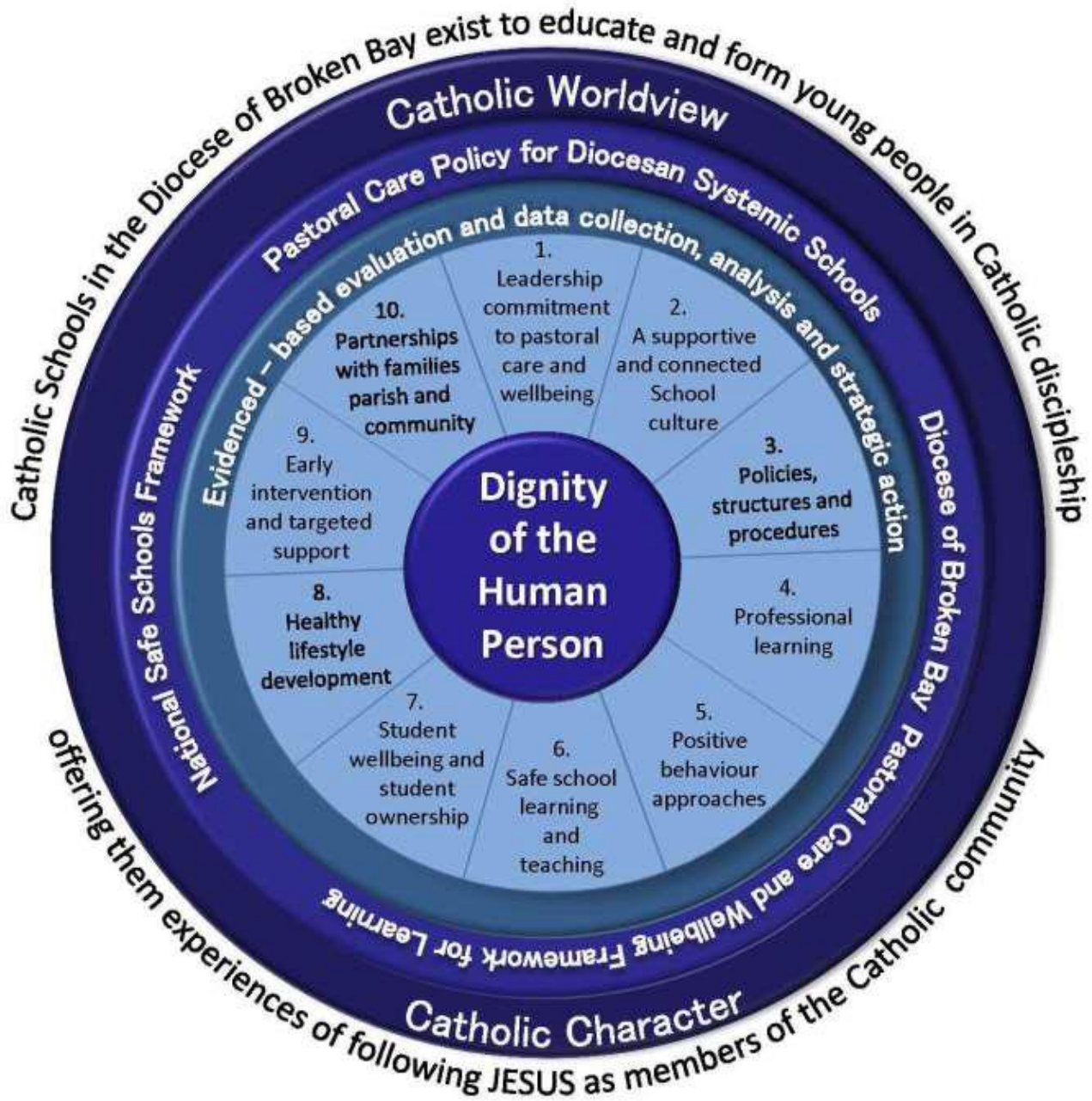
care. It is important that schools ensure that all support services within and beyond the school community are identified and that strong links are established with all the agencies and groups with related or complementary functions.

As the Lighthouse sheds light on the darkened ocean, so does the light of Christ shed light on the heart and minds of people. From the witness of Catholic educators emanates the light of the gospel message, faith, community and Christian service.

*Statement of Interpretation of the Broken Bay
Educational Ministry Pin*

DIMENSIONS OF PASTORAL CARE IN THE DIOCESAN SCHOOLS SYSTEM

The following diagram provides an overview of the dimensions of pastoral care in the Diocese of Broken Bay and the various contexts in which they are situated.



Human Person

Pastoral care is based on respect and dignity of the human person. Pastoral care grounds the school's Mission Statement in the quality of daily relationships. The ways in which people interact with each other in the daily life of the school significantly affects each person's sense of well-being, identity and self-worth.

Everyone in the school community has a responsibility to foster quality interpersonal relationships amongst teachers, students, parents, support staff, priests and parish communities.

All members of staff have a significant role to play in modelling the importance of building and maintaining relationships grounded in mutual respect, dignity, fairness, reconciliation, restoration, compassion and justice.

They have a responsibility to ensure that their response to gender, cultural background and family circumstances supports student learning outcomes. All staff need to be known as caring, compassionate adults who take a genuine interest in the lives of their students and who set appropriate boundaries within those teacher-student relationships.

For these reasons student-teacher interviews, parent-teacher interviews and school counsellor services provide opportunities to nurture individual growth.

TEACHING AND LEARNING

The primary expression of pastoral care in a school is through the dynamics of teaching/ learning and in the congruence between the statement of purpose and values of the school and the total curriculum. The school curriculum, therefore, shall be comprehensive and inclusive based on the principles of quality learning for all characterised by the use of quality teaching strategies and responsive to the individual learning needs of students. It needs to be responsive to students with special needs and should aim to redress educational disadvantage brought about by such factors as socio-economic status, gender, ethnic origin and race.

Students are to be given opportunities to become reflective, self-directed learners capable of negotiating the curriculum around meaningful, relevant tasks. Fair and just assessment procedures will be utilised.

Pastoral care programs grounded in the Catholic worldview address the developmental needs of students such as:

- relationships
- drug education
- child protection
- peer support
- grief and loss
- sexuality
- self esteem
- values education

Such programs are intended to help students to value themselves and experience their own wellbeing whilst enabling them to contribute to building the school community. All dimensions of teaching and learning shall promote students' ongoing formation in self discipline and personal responsibility with schools establishing, developing and managing environments in which students learn to respect rights and fulfil responsibilities. The rights of teachers to teach and students to learn in a safe and supportive school environment are valued and protected.

SCHOOL ORGANISATION AND CULTURE

Pastoral care in practice takes place every day. A human person centred approach focuses the school towards the realisation of the potential of each person and at the same time nurtures the experience of belonging to the school community. School structures, therefore, ensure that each student has access to a smaller group where the student is known personally. Furthermore, structures and administrative practices are intended to promote the positive interaction between staff and students.

The climate and experience of pastoral care can be significantly enhanced through various dimensions of school organisation such as: support for students in transition, leadership and peer support programs, effective responses to critical incidents and the development of aesthetically pleasing school environments.

COMMUNITY

The school community values hospitality, inclusion and empathy. A vital sense of community in the school offers a safe and supportive environment in which learning can occur and in which staff feel valued, empowered and affirmed. The school community particularly supports students at risk.

The community dimension of pastoral care supports the development of parent, parish and diocesan partnerships. Based on relationships of trust and cooperation, schools will have an orientation that empowers families, strengthens relationships between home, school and parish. Schools need to be respectful of diverse cultural and family structures, and supportive of families in crisis.

page 5 Pastoral Care Policy

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A commitment to establishing effective networks of care is an integral feature of pastoral care. It is important that schools ensure that all support services within and beyond the school community are identified and that strong links are established with all the agencies and groups with related or complementary functions.

The Diocesan Schools Board is committed to a proactive approach to all aspects of pastoral care and will:

- provide information about procedures and support materials
- provide information and training as appropriate
- support and monitor implementation of this policy
- provide ongoing reports as to implementation of policies and procedures relevant to child protection to the Diocesan Schools Board.

Principles that guide this policy:

These principles guide the way we work for the wellbeing of our community. They enable us to work flexibly with each other to develop and enhance positive relationships.

1. Pastoral care is a responsibility shared by all members of the OLOR community.

Effective education of children is a partnership between school staff and parents. Positive interactions and relationships between parents, community members, staff and students are important to the wellbeing of all. At OLOR we acknowledge that our parents are the first and most important educators of their children. Together we nurture Catholic values and social responsibility.

2. Positive caring relationships are developed through our three school rules of Respect Self and Others, Respect Learning and Respect the Environment which are maintained by the supporting skills we teach.

3. Behaviour has a positive focus, describing what we want for our children- positive behaviour- and how we support its development.

Our Mission Statement says, '*the gift of God's love for us is central to our relationships,*' and positive behaviour is based on quality relationships. As we live out our mission to nurture our children into a community of disciples of Jesus, we are concerned with the dignity and integral growth of each child. As members of a hope filled community, we are here to help our children succeed. We have high expectations of every child and we believe that every child can succeed.

4. We teach for self-discipline and emotional and social development

We have a whole school approach to positive behaviours for learning (PBL). Our focus is on the development of social and emotional learning. At Our Lady of the Rosary, positive behaviour learning is the developmental path for acquiring skills and competencies. Learning positive social skills and competencies takes place within the broader context of collaborative learning across the curriculum.

5. Cooperative Learning

Cooperative learning is about working together to accomplish shared goals. For cooperative learning to work well there need to be five key elements:

1. Positive interdependence
2. Face-to-face interaction
3. Individual accountability and personal responsibility to achieve the group's goals
4. Specific interpersonal and small-group skills (which are taught)

Strategies that promote the wellbeing of all at OLOR:

Our Shared Values


From K-6, at OLOR, we have shared values which provide teachers and children with the language to discuss behaviour in a consistent way. Our mercy values of Compassion, Respect, Hospitality, Service and Integrity are reflected in our school rules:

- Respect Self and Others
- Respect Learning
- Respect the Environment

Our commitment to these values therefore means that at OLOR every child has the right to be safe and to feel safe: physically, psychologically and emotionally.

Positive Behaviour for Learning (PBL):

Our Lady of the Rosary Catholic Primary School rules and behavioural expectations, outline appropriate student behaviours that contribute to the functioning of our school as a safe, nurturing and inclusive learning environment. Students at Our Lady of the Rosary Catholic Primary School will be taught, encouraged and supported to demonstrate these expected behaviours.

 “At OLOR we contribute to a positive learning environment at our school when we ...		
<p>Respect Self and Others</p> <p><i>“Do to others as you would have them do to you: for this is the law of the prophets” (Mt 7:12)</i></p>	<p>Respect Learning</p> <p><i>“Our various gifts and talents are not merely for personal use and satisfaction, but for the glory of God and the service of others.” (1Cor 12:4-6)</i></p>	<p>Respect the Environment</p> <p><i>“And God saw all that He had made, and behold, it was very good” (Genesis 1:31).</i></p>
<ul style="list-style-type: none"> • Speak and act with kindness • Be in the right place at the right time • Care for appearance • Include others • Use safe and caring hands 	<ul style="list-style-type: none"> • Learn and let others learn • Be an active listener • Make Good Choices • Take Turns 	<ul style="list-style-type: none"> • Move safely around the school • Know the rules and play by the rules • Care for Belongings • Care for the place we are in • Put all rubbish in the bin

Developing Social and Emotional Wellbeing

Social literacy is highlighted within all areas of the curriculum. Care, respect, cooperation and diversity are promoted by pro-active strategies for emotional and social development. The strategies at OLOR include:

- Cooperative Learning structures e.g. 'Think/Pair/Share'
- Developmental Play (Kinder)
- Class Meetings
- Model of Student Leadership including cross-age buddies
- Dads in School eg. Men in the Morning
- Lunch time social groups

Promoting Staff Well-being

Wellbeing of all staff is an important component of OLOR's Pastoral Care Policy. When the needs of staff are effectively met, the needs of students are met more effectively.

We have a commitment to promote an emotionally and physically safe environment. This supportive setting encourages staff well-being and resilience.

Supporting staff with specific students who are experiencing difficulties

As a staff we have shared responsibility to support one another and develop positive programs for managing children who are experiencing specific learning, emotional and behavioural difficulties/disorders.

Interagency meetings enable the school staff and parents to develop programs to support these children.

Professional Learning

The development of quality behaviour is a responsibility we all share. To support our whole school approach, we are committed to ongoing professional learning and staff training. All staff will have to opportunity to be inserviced in Positive Behaviour for Learning.

Celebrating Success

At OLOR we celebrate success by showing true appreciation of the children's and staff members' achievements and endeavours. Celebrations happen in a variety of ways: individually, class and whole school. We express appreciation that is:

- Timely
- Relevant
- Unconditional and
- Enthusiastic.

As part of the Diocese of Broken Bay, OLOR is bound by the guidelines for major disciplinary sanctions for the Diocese. A copy is available on request.

Counselling:

A student may be referred to the counsellor by the parents and teacher. Once the parents and teacher have sufficient cause for a student to be referred to the counsellor, this is discussed with the principal. The relevant document is completed by the principal for the counsellor. The principal and parents each complete part of the questionnaire to provide information about the student. The counsellor assesses the information and contact is made to see the student.

Related Policies

Commonwealth:

Commonwealth Safe Schools' Framework

Diocesan:

Pastoral Care Policy for Diocesan Systemic Schools

Student Discipline Policy for Diocesan Systemic Schools

Anti-Bullying Policy for Diocesan Systemic Schools

Anti-Harassment Policy for Diocesan Systemic Schools

Complaints Handling Policy & Procedures for Diocesan Systemic Schools

Drug Education & Management Policy for the Diocesan School System

Manual Handling & Lifting/Transferring of Students Policy in Diocesan Systemic Schools

First Aid Policy for Diocesan Systemic Schools

Medication Policy for Diocesan Systemic Schools

Occupational Health & Safety Policy for Diocesan Systemic Schools

Creating Safe & Supportive School Environments -Child Protection Policy for Diocesan Systemic Schools

Privacy Policy for Diocesan Systemic Schools

Acceptable Use Policy for Internet/Intranet and Network Services in the Diocesan School System

Related OLOR Policies and Statements

Workplace Health and Safety Policy for Our Lady of the Rosary Catholic Primary School

Medication Policy for Our Lady of the Rosary Catholic Primary School

Workplace Health and Safety Purchasing Policy for Our Lady of the Rosary Catholic Primary School

First Aid Policy for Our Lady of the Rosary Catholic Primary School

Staff Handbook

Parent Handbook

Behaviour Management Policy

Review

This policy will be reviewed in 2020

Support Documents

Family Information Referral Form

School Referral Form- Primary Counseling/Behaviour

Parent Permission Form for Release of Information



REQUEST FOR PRIMARY COUNSELLING – 2017 (Short term counselling & mental health assessment service)		OFFICE USE ONLY DATE RECEIVED @ CSO
This form is to be completed, signed & dated by both School Principal AND Parent/Guardian)		CASE NO:
SCHOOL NAME:	SUBURB:	
STUDENT NAME:		
GRADE:	GENDER:	DATE OF BIRTH:
Person completing this form:		Relationship to student:
Class teacher: (name)		

SPECIFIC CONCERNS:

(Please give as much detail as possible)

<p style="text-align: center; font-size: 48px; opacity: 0.2; transform: rotate(-45deg);">CONFIDENTIAL</p>	<p>• PRINCIPAL TO ACTION Discussion with your School Counsellor must occur prior to logging with CSO.</p> <p><input type="checkbox"/> Yes, School Counsellor is aware of this referral.</p> <p>Date discussed with counsellor: _____</p>
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Is the student currently engaged with a community based counselling service? No Yes, If yes please name: _____

Has the student ever received support or intervention from CSO staff? No Yes

Is this student Validated under Special Needs? No Yes, If yes, under what category? _____

Parent/Guardian Obligation: In referring my child for counselling, I understand that information about my child may be exchanged between the school counsellor and other relevant school, CSO or external practitioners as necessary in the best interests of my child. I also understand that under Chapter 16A of the Children and Young Persons (Care and Protection) Act 1998, information about my child may, under certain circumstances be requested from or provided to other agencies where concerns exist for the safety, welfare or wellbeing of my child.

Mother/Guardian: (Name)	Father/Guardian: (Name)
Address: P/Code:	Address: P/Code:
Preferred contact number:	Preferred contact number:
Work:	Work:
Email:	Email:

Parent/Guardian signature's: _____ Date: _____
 Principal's signature: _____ Date: _____

Please email this for, once signed, to Catholic Schools Office: wellbeingcounselling@dbb.catholic.edu.au

The Catholic worldview perceives each human being as a unique person created in the image of God, having an inalienable dignity that is always to be respected.

We are made in God's image and at the core of all the Church's pastoral action is a deep respect for the innate dignity and uniqueness of individual persons.

As an agent in the mission and ministry of the Church, the Catholic school aims to offer to all a vision and experience of learning that is an exercise of love (cf, *The Catholic School on the Threshold of the Third Millennium*, n15). In a community that provides a strong sense of wellbeing, belonging and security, students are given every opportunity to be affirmed in their dignity and worth, confirmed in their personhood, and assisted to grow to the fullness of their potential. Likewise, the dignity of parents and their noble place as prime educators of their children is respected and affirmed.