



Pastoral Care and Wellbeing Policy

Rationale

At St Joseph's Primary School (SJPS), we are committed to providing a safe and supportive environment for all students. We commit to providing Pastoral Care that is based on respect for the dignity and uniqueness of the individual person who is made in the image of God. It is an individual and community response to Jesus' call to: love one another as I have loved you (John 13.34). When Catholic Education is faithful to the call of the Gospel, compassion, justice and reconciliation are evident throughout the life of the education community.

Aims

The Pastoral Care and Wellbeing Policy respects the God given dignity of each child and focuses on the development of a school community that is safe, supportive and inclusive of all. It is the action taken within the educational community by its leaders and community members to promote and enhance the wellbeing of the individual of a personal, social, physical, emotional, mental or spiritual nature. Key elements of wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours and personal resilience.

Definitions

Pastoral Care: Is defined as the action taken within the educational community by its leaders and community members to promote and enhance the wellbeing of the individual of a personal, social, physical, emotional, mental or spiritual nature. Key elements of wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours and personal resilience.

Wellbeing is defined as a state in which every person realises their own potential, can manage the normal stresses of life and work productively to make a contribution to their community.

Wellbeing is characterised by positive feelings resilience and satisfaction with self and learning experience at school. (Noble, McGrath, Rottley & Rowling 2008).

Policy

1. Foundational to the nature of pastoral care in Catholic Education is the belief that each person is created in the image and likeness of God (*Genesis 1:27*), with the inherent dignity that this implies. Each is created as a social being, with the mutual rights, obligations and needs that this implies.
2. Pastoral care in Catholic Education affirms and gives expression to the belief that '*the person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching.*'
3. Staff exercise their pastoral responsibilities under the leadership of the Principal. Parents exercise their responsibility by providing positive support and collaborative engagement with the school in support of student and school community wellbeing.
4. Respectful and cooperative school-family relationships provide an effective channel of pastoral care for students. Schools and families share responsibility for developing and maintaining such relationships of trust, characterised by respect for the goodwill of the other and a willingness to engage collaboratively.
5. Student and Staff wellbeing is best achieved within a school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where inter-relationships are positive, where students experience connectedness and engagement, and where those experiencing difficulty or special need receive particular care and support.
6. Enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective pastoral care is therefore recognised as promoting the achievement of learning outcomes and thus contributing to School Improvement.

7. Effective whole-of-school approaches to pastoral care require age-appropriate behavioural education and skilling of students. We also have pastorally driven management of student behaviour through processes focused on both individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities.
8. Effective school-community partnerships offer opportunities for networks of pastoral care for students. Appropriate local services and agencies may be identified, and links or partnerships developed, to support the needs of students and their families and to enhance the school's own pastoral initiatives.
9. Awareness about the issues that impact on physical and psychological health and wellbeing need to be raised.
10. An environment that promotes health and wellbeing needs to be promoted.
11. Participation in health and wellbeing initiatives within and outside the community needs to be promoted and encouraged.
12. All should be made aware of issues relating to health and wellbeing.

The Australian Student Wellbeing Framework (the Wellbeing Framework) is the foundational document that will provide schools with a set of guiding principles to support school communities to build positive learning environments, and to consider reviewing their current safety and wellbeing policies and support requirements.

References

DOBCEL Pastoral Care and Wellbeing Policy 2019
Critical Incidents Procedures' (CEOB 2015)
BDSAC Guidelines for Behavioural Support' (2016)
SJPS Behaviour Education and Self-Management Policy
CECV Commitment Statement to Child Safety
Ministerial Order 870
SJPS Student Care and Health Policy
SJPS Duty of Care
The Australian Student Wellbeing Framework (2018)