PASTORAL CARE AND WELLBEING POLICIES

Pastoral Care and Wellbeing Policies for students and staff
  I.  Pastoral Care Policy
  II. Student Behaviour Management Policy
  III. Anti-bullying Policy

Bishop Hanna’s Mandate – Care
Care – Building caring and supportive environments that promote wellbeing and learning
Care of persons in Catholic schools is founded on the inviolable dignity of the human person made in the image and likeness of God. ‘The Catholic school is a school for all, with special attention to those who are weakest’. This radical inclusiveness is a clear expression of and witness to Christ’s life and teaching by a school community. Therefore each school is to be sensitive to the particular and unique needs of the local community and respond with compassion and kindness. Concomitantly, the Catholic Schools Office has a duty to support schools as they discern and address these needs.

Vision and Mission

A Pastoral Care/Wellbeing Committee has been established to co-ordinate the pastoral care and wellbeing practices and procedures at St Anne’s School. This team meets regularly or as needed to devise a support plan for individual students who require additional assistance. The Diocesan Student Wellbeing Identification, Management and Support online will be used (SWIMS).
Pastoral Care Policy

At St Anne’s School we aim to provide an accepting, affirming and just environment for our whole school community. We will ensure that the dignity and worth of each member of the community is respected. We believe that Pastoral Care:

- Is living the Gospel message ‘Love one another’ Jn 13.34
- Creates and fosters an environment where Christ-like values permeate the school community
- Is a responsibility for all – staff, pupils, parents, Parish Priest and the wider community
- Is the concern that we, as a school and as individuals, have for the development of the person to reach their full potential – social, emotional, spiritual, intellectual and physical
- Is aimed at acknowledging and responding to each individual in the school community
- Is congruent with clear, consistent and just practices
- Should always be congruent with a basic value of respect for the dignity of the individual.

Resources used:
- Making Jesus Real
- Peer Support Program
- Protective Behaviours Program

At St Anne’s School we adhere to the Diocese of Wagga Wagga Pastoral Care Policy

To enhance our beliefs, school practices may include:

- Masses/Liturgies – these may be class or whole school.
- Buddy System – this involves new kinder classes and Year 6 classes. Each new kindergarten child has a buddy from Year 6 who watches over the child when they start school and participates in activities with them.
- Assemblies – birthdays, class items, recognition of student achievement via merit awards
- Social functions – whole school activities - new family nights
- Staff acknowledge and celebrate birthdays and other special occasions together
- Celebrations with families
- Visitations and support form Parish Priest
- Merit Awards
- Prayer opportunities/Prayer intentions
- Norm setting and on-going review
- Leadership Team – student and school executive
- Regular communication, eg. phone calls, newsletter, informal and formal teacher and parent meetings
- Behaviour management plans
- Relevant school and class programs
- Access to support agencies for school community members, eg. Centacare
- Restorative Practice adopted
- Health program
- Playground options
- Teaching of Expected Behaviours, eg. entry into classroom
- Classroom/Playground norming – Student Rights and Responsibilities
- School Counsellor
- Clear understanding of choices/consequences – children knowing language
- Personal Safety – PD/H/PE
- Truthfulness creates opportunities for forgiving and growing
- Making Jesus Real
- Peer Support Program
- We adopt and implement the CSO Anti-Bullying Policy
Student Behaviour Management Policy

The St Anne’s Student Behaviour Management Policy intends to develop a whole school approach to student behaviour. It embraces the philosophy of restorative justice and its practices. The policy aims to encourage positive student behaviour and expects student to –

- Develop positive self-discipline
- Respect the rights of others
- Own their own behaviour and accept the consequences of poor behaviour choices
- Build positive relationships

Implementation

To assist in the implementation of the Behavioural Management Policy the following protocols are followed up -

I. Ongoing professional development of staff in Restorative Practice
II. Clearly established norms within the whole school and every class, which are revisited regularly
III. Staff model positive relationships and endeavour to be consistent when dealing with students

At St Anne’s School we believe that there are numerous strategies that can be used to ensure an effective Student Management Plan. Teach More, Manage Less (Christine Richmond, Scholastic 2008), Positive Behaviours 4 Learning and Non-violent Crisis Intervention (CPI) are used as major resources to support the implementation of the Student Management Plan.

For individual students requiring additional support in behaviour, an Individual Behaviour Plan will be developed.
# Rights and Responsibilities of All

**Rights**
A right is something that belongs to you and cannot be taken away by anyone.

**Responsibilities**
A responsibility is something you should do for others and yourself. It is respecting yourself and the rights of others.

<table>
<thead>
<tr>
<th>Right</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the right to deepen my faith in our Catholic community</td>
<td>I have the responsibility to respect and help others on their journey to God</td>
</tr>
<tr>
<td>I have the right to be treated with understanding</td>
<td>I have the responsibility to treat others with understanding</td>
</tr>
<tr>
<td>I have the right to be treated with respect and politeness</td>
<td>I have the responsibility to respect all stakeholders in our community</td>
</tr>
<tr>
<td>I have the right to expect my property to be safe</td>
<td>I have the responsibility not to steal, damage or destroy the property of others</td>
</tr>
<tr>
<td>I have the right to have my achievements recognised by the community</td>
<td>I have the responsibility to act in ways that allow the community to recognise and respect school achievements</td>
</tr>
<tr>
<td>I have the right to a pleasant, clean and safe school</td>
<td>I have the responsibility to help maintain a pleasant, clean and safe school</td>
</tr>
<tr>
<td>I have the right to be helped to learn self-discipline</td>
<td>I have the responsibility to learn self-discipline</td>
</tr>
<tr>
<td>I have the right to seek help when enough is enough</td>
<td>I have a responsibility to recognise when my actions are hurting others</td>
</tr>
<tr>
<td>I have the right to be valued as a person</td>
<td>I have the responsibility through my behaviour to value others</td>
</tr>
<tr>
<td>I have the right to be helped by others</td>
<td>I have the responsibility to help others</td>
</tr>
<tr>
<td>I have the right to be myself</td>
<td>I have the responsibility to respect all, and the differences in others</td>
</tr>
<tr>
<td>I have the right to learn</td>
<td>I have the responsibility to learn to the best of my ability and to let others learn without interruptions</td>
</tr>
<tr>
<td>I have the right to express my feelings and opinions in a courteous way</td>
<td>I have the responsibility to allow others to express their opinions and feelings in a courteous way</td>
</tr>
</tbody>
</table>
Anti-Bullying Policy

Rationale
St Anne’s School seeks to be a place of acceptance, affirmation and justice. We believe bullying strikes at the very basis of these values and prevents students from reaching for excellence in every dimension of life. The students are entitled to receive their education free from humiliation, oppression and abuse.

Supporting Statements
Bullying behaviour is defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying involves all forms of harassment (including sex, race, disability, sexual orientation), humiliation, domination and intimidation of others,

Bullying behaviour can be:
- **Verbal** eg. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **Physical** eg. hitting, punching, kicking, scratching, tripping, spitting
- **Social** eg. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **Psychological** eg. spreading rumours, ‘dirty looks’, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Anti-Bullying Plan
When working with the students in the classrooms or as we move around the school or when on playground duty, staff will –
- Watch for any early signs of distress in the students
- Report all incidents or suspected incidents to the Principal
- Offer the victim immediate support and help
- Use all children as a positive resource in countering bullying by providing strategies for them to use and take time to discuss the problem in class and at assemblies

We need to ensure that all accessible areas of the school have a staff member present at breaks and before and after school (this is within the parameters of our Supervision Policy).

The children will be encouraged to report all incidents of bullying to a teacher or the Principal –
I. Student sent to Principal
II. Principal investigates details of incident
III. A restorative session is held
IV. Parents of the harmer and the harmed are contacted
V. After consultation with the CSO Schools Consultant, Diocesan anti-bullying procedures implemented, eg. suspension, exclusion and expulsion.

Link to CSO Anti Bullying Policy