



## Pastoral Care

**"I have come that you may have life: Life in all its fullness."**

'John 10:10"

### **Rationale**

Pastoral Responsibility has its source in the life of Jesus Christ. He demonstrates by his own life what we are called to become- fully human, fully alive and be able to share the life of God.

Pastoral care permeates the total climate of relationship within the community of Holy Trinity. It has the individual as its focus, and reflects the support, the encouragement, the tender care shown and experienced in the ethos of Gospel-based communities.

Pastoral Responsibility is concerned with the dignity and integral growth of each person. It is a force for healing, reconciliation and an expression of and to justice.

### **Connection with Vision and Mission**

This Policy connects with the Wagga Wagga Catholic Diocesan Vision and Mission and the Vision and Mission of Holy Trinity Catholic School, West Wagga.

'Pastoral Responsibility reflects the obligation and commitment of each person to protect and promote the uniqueness, dignity and well being of all members of the community.'

### **Belief Statement**

As a consequence of our understanding of Pastoral Responsibility at Holy Trinity we believe:

- In the innate dignity and uniqueness of each person
- That we as school community, provide a strong sense of well-being, belonging and security
- In the values of compassion, tolerance and forgiveness
- The scope of Pastoral Responsibility embraces a network of relationships among administrators, staff, parents, parish and wider community

- Students are encouraged to develop as responsible, self disciplined, inter-directed individuals capable of choosing freely in conformity with an informed conscience.
- Pastoral Responsibility upholds the individual's rights and freedom. It respects the privacy of people's lives by ensuring confidentiality of family information.
- Students will be encouraged to recognise that their fundamental freedoms and rights are reciprocated by responsibilities.

## **School Aims**

To foster high quality interpersonal relationships within our whole faith community

- To provide an inclusive curriculum that nurtures the individual needs of students and engenders a sense of self-esteem, self-respect and well-being
- To establish and co-ordinate networks of specialist support groups utilising staff personnel and the wider community
- To establish school structures which are flexible and responsive to the needs of each student

## **Administration**

We shall develop and maintain a positive school culture at Holy Trinity by:

- Being welcoming and open in our communication with our whole faith community
- Distributing fortnightly newsletters to inform parents and others of school events curriculum initiatives, social events, sacramental programs and other items of importance
- Developing and proclaiming the school mission and vision statements to parents
- Providing transition structures from Pre-School to Kindergarten, and Primary School to Secondary School
- Creating a family atmosphere in the school by acknowledging achievements at weekly assemblies, welcoming and farewelling families to and from our community and supporting families in times of need
- Developing and maintaining a safe and pleasant environment
- Being aware of the special needs of particular children and families
- Giving access to counselling and support services to families of Holy Trinity

- Affirming the importance of families as an integral part of our community, and welcoming their participation at school events, in curriculum programs and on formal and informal committees i.e. The P&F, The School Council and Working Bee Days

## **Anti-Bullying Statement**

### What is Bullying?

Bullying Behaviours are about an imbalance of power where there is a deliberate intent to cause harm or distress. These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated.

### **There are three broad categories of Bullying**

#### **Direct physical bullying**

This form includes hitting, tripping and pushing or damaging property.

#### **Direct verbal bullying**

This form includes name calling, insults, sexist or racist remarks, or verbal abuse.

#### **Indirect bullying**

This form of bullying is harder to recognise and often carried out behind the person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:

- Lying and spreading rumours;
- Playing nasty jokes to embarrass and humiliate;
- Mimicking;
- Encouraging others to socially exclude someone;
- Damaging someone's social reputation and social acceptance
- Cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.

## **Our Commitment**

As a school community committed to giving witness to the Gospel of Jesus Christ and the implementation of our School Vision, Mission and Norms, the Holy Trinity School, West Wagga has a zero tolerance to all bullying in all of its forms.

As a consequence of this commitment our response to any incidents of bullying will be congruent with the Rationale, Beliefs and Procedures outlined in the School's Pastoral Responsibility Policy.

### **Implementation of Pastoral Responsibility**

It is intended these aims will be achieved through:

- Providing a warm and inviting atmosphere at Holy Trinity
- Providing the children with opportunities to make choices and value judgements
- Faith development for our staff
- Providing parent education and information
- Through the modelling of the Gospel values
- Staff members being available for parents
- Providing Student Welfare for children when required
- Providing Learning Support as required for students with special needs
- Implementing proactive and consistent Behaviour Management

### **Management Procedures**

It will be explicitly taught along with other Positive Behaviours for Learning lessons. Visuals will include:

- Behaviour management tiers – green, yellow and red to display in the classroom.
- Student friendly descriptions of appropriate green zone behaviours and possible yellow and red zone behaviours on each tier.
- Language to explicitly convey to students what zone they are in, and the consequences they can expect if they remain in that zone
- Three minor slips (Yellow slips = major) – no green zone reward at the end of 5 weeks. This entails that the student has been given around 12 opportunities to correct their behaviour with booster lessons and friendly reminders of what to do.
- Parents / caregivers will be notified when a student receives two yellow behaviour slips as an avenue of support to assist the student not entering the red zone.
- Major slip – no green zone reward at the end of 5 weeks. This means a serious incident has happened.

Procedure: Students will have multiple chances to improve behaviour over five weeks. After a second minor behaviour incident students will have a Booster lesson at lunch time and will be reminded that if there is another behaviour incident they will not be eligible to receive the next green zone reward. Students with significant behaviours have their own behaviour

management system and have an opportunity to earn their own rewards. Whole class rewards are in action also. In Week 5 and 10 when the green zone reward happens, if there are students in the red zone they continue on with their class learning and a teacher will remain with them to continue learning. It is an opportunity for students to realise how attractive the green zone is and make it a goal for themselves to reach it in the following 5 weeks. It is our job then to support them to achieve this. Language: School rules: You were not following our RESPECT, LEARNING and RESPONSIBILITY rules when you ..... I will be recording what has happened and you will have a consequence (as per correction sequence). Booster lessons (on second and third slip, or major slip): You are here because you have not been following our school rules of RESPECT, LEARNING and RESPONSIBILITY. (Briefly describe behaviour as per slip). You are not able to receive the green zone reward in Week 5 and 10 and your parents/caregivers will be called. Let's work out how to get back to the green zone!

**Playground exclusion:** It is acceptable practice to exclude children from the playground as a consequence of inappropriate behaviour in the classroom or on the playground. Only children excluded from the playground at recess will have time out at this time.

**Children sent from the room:** The standing of children outside classrooms is not an acceptable form of discipline. Children are to be actively involved in classroom activities at all times. Should a child be so unruly as to totally disrupt classroom routine: a message should be sent to the Principal (or AP in their absence) as soon as possible.

**Respite:** This is an acceptable and agreed practice for reducing the impact of negative behaviour. A teacher may choose to ask another teacher to have a disruptive child. Once removed, a child is excluded until at least the end of the teaching session.

Students moved to another class will not have their learning supervised. They are to provide respite only.

Consequences of behaviour should always be congruent with a basic value of respect for the dignity of the child. Any form of verbal or physical punishment (which is contrary to the spirit of pastoral care) is to be utterly rejected. The class teacher has a major impact on the nature of

discipline that is promoted in the classroom. **No teacher is, on any account, to administer corporal punishment to any child.** The Principal, or Assistant Principal, should be consulted in any serious cases of behaviour.

Parents are informed as elements of the policy become relevant, in communication to parents such as the school newsletter. They are reminded of the contents of the policy at Parent Forums at the beginning of each school year.

Students are informed in relation to norm settings at the beginning of each school year.

Reviewed 2019 and to be followed up in 2020