Pastoral Care Policy

1.0 INTRODUCTION

Pastoral Care is foundational to our Catholic faith and tradition. It assists in the cultivation of the spiritual, personal, emotional, physical, academic, moral, social and aesthetic development of young people as they grow to become active and informed global citizens. Through enacting the principles of Catholic social teaching, they contribute to the development of a healthy and just society.

The Melbourne Declaration on Educational Goals for Young Australians (2008) refers to the responsibility of schools, with students, parents, carers, families and the community, to promote the development and wellbeing of young Australians. When grappling with school policy and governance, it is vitally important to maintain focus on the centrality of the young people in our schools: 'It is our moral obligation to give every child the very best education possible' (Tutu & Van Roekel, 2010).

The Lavalla Catholic College Pastoral Care Policy is firmly embedded in the life and teaching of Jesus Christ. 'Pastoral Care' can be traced back to Jesus' giving of the New Commandment: 'Just as I have loved you, you should also love one another' (Jn 13:34). This challenge has been echoed by Pope Francis (2013), 'Being a disciple means being constantly ready to bring the love of Jesus to others, and this can happen unexpectedly and in any place – on the street, in a city square, during work, on a journey.'

Pastoral Care includes the decisions, structures and practices taken to challenge, nurture and support individuals whilst maintaining the dignity of each one, honouring the richness of diversity as each person 'is created in the image and likeness of God' (Catechism of the Catholic Church, para.1701).

Pastoral Care is the responsibility and the right of all – students, parents, families, employees in Catholic education facilities and the wider community.

2.0 PURPOSE

This policy is to inform the College community of the principles and responsibilities in providing effective pastoral care.

This policy is to be used by Lavalla Catholic College to further develop and enact pastoral care responses for the school community.

3.0 PRINCIPLES

3.1   Pastoral Care is informed by the principles of Catholic social teaching (refer to Appendix):
- The dignity of the human person;
- The common good;
- Subsidiarity;
- Solidarity

3.2   The foundation of each relationship in the Lavalla Catholic College community is pastoral care; 'Every contact is a pastoral care contact' (Cross, 2014).

3.3   Pastoral care is enacted in school environments that are safe, supportive, inclusive and empowering.

3.4   In responding to pastoral issues and concerns, appropriate confidentiality must be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

3.5   Pastoral care requires that the integrity of the family unit is respected.

3.6   Purposeful training of staff in pastoral care is necessary for the wellbeing of all members of the school community.

3.7   Pastoral care is for everyone and is everyone's responsibility.

4.0   DEFINITIONS

4.1   **Pastoral Care:** '...all measures to assist an individual person or community reach their full potential, success and happiness, coming to a deeper understanding of their own humanness' (Grove, 2004). This includes promoting health and wellbeing, building resilience, enhancing academic care, building human and social capital (Cross, 2014) and ethical decision making.

4.2   **Social Capital:** Social cohesion of a community, and a sense of belonging, demonstrating cooperation between individuals involving levels of trust, mutual responsibility, respect and reciprocity.

4.3   **Human Capital:** The development of the necessary knowledge and skills of people

4.4   **Academic Care:** Building an environment that enhances learning, organisational structures and relationships in and beyond the classroom.

4.5   **Catholic Social Teaching**: The permanent principles of the Church's social doctrine (refer to Appendix 1)

4.6   **Partnership:** Relationships characterised by:

- actively working together;
- showing mutual respect and trust;
- communicating with each other in clear and open ways;
- respecting each others' insights, priorities, goals, ideas, differences and experiences;
- valuing each others' knowledge and expertise, and bringing these together in complementary ways;
- jointly agreeing on aims and outcomes and sharing responsibility for fulfilling tasks
- negotiating decisions and resolving disagreements and conflicts.
  (Davis & Day, 2010)

5.0   PROCEDURES

The successful implementation of this policy will include:

- the school community working in partnership with its members and associates (agencies, services) to promote pastoral care for all within its cultural context;
- regularly communicating this policy to staff and promoting the importance of pastoral care for all;
- educating students and staff in Catholic social teaching, wellbeing and social justice
- educating school staff to understand all school policies (for example wellbeing, child protection, anti-bullying, communication, OH&S, learning and teaching) and making clear connections between them in relation to this policy;
- supporting students and their families to access appropriate services
- maintaining appropriate confidentiality of information and providing it to those who have a right or a need to be informed, either legally or pastorally.

5.1 **The Principal will**:
- observe all legislative requirements and engage as necessary with external agencies in relation to student wellbeing
- implement a whole-school approach for student wellbeing in curriculum and in school procedures related to positive behaviour support and social-emotional learning;
- engage as required internal and/or external specialist advice about wellbeing-   related matters ;
- regularly communicate this policy to staff and promote the importance of pastoral care for all;
- provide access to appropriate training for staff in areas of pastoral care;
- work in partnership with parents, carers and families, the parish priest, CEOSale, students, staff and the wider community to achieve the purposes of this policy;
- enable staff to have a working knowledge of government and system policies and procedures ;
- respond promptly to any breach of this policy in accordance with current guidelines and the law;
- manage critical incidents, seeking and providing support where appropriate;
- use positive relationship-based approaches in regard to student behaviour.

5.3 **School staff will**:
- create and maintain safe and positive learning environments
- model and promote socially responsible values and behaviour
- work in partnership with parents, carers and families
- explicitly teach and/or support socially acceptable and responsible behaviour
- participate in appropriate training in areas of Pastoral Care
- follow school policies and procedures.

5.4 **Students will:**
- abide by school policies, procedures and guidelines
- work in partnership with parents, carers and families
- contribute positively to the development of safe and inclusive learning environments
- report concerns about their own wellbeing and that of fellow students.

5.5 **Parents, families and carers will:**
- work in partnership with schools
- be aware of the significant influence they have on their children
- support Lavalla Catholic College policies and procedures.

6.0   EXPECTED OUTCOMES

6.1 Students become successful lifelong learners, confident and creative individuals, active, informed and hope-filled citizens contributing to a just society and the Church's mission.

6.2 Students display knowledge and appreciation of self and others.

6.3 Pastoral care is active and visible.

6.4 School community members work respectfully and collaboratively with families and communities.

6.5   Student wellbeing and learning outcomes are strengthened.

6.6   Students recognise their uniqueness and strive to reach their potential.

6.7   Growth in understanding of pastoral care is evident.

6.8   Pastoral care of all students in Catholic schools is carefully considered and facilitated.

7.0   REFERENCES

- Australian Catholic Social Justice Council (2015), Catholic Social Teaching, online, http://www.socialjustice.catholic.org.au/social-teaching, retrieved 4 May 2015.
- Catechism of the Catholic Church (1993), St Pauls, Homebush, NSW.
- Cross D (2014), 'Creating a safe school culture is a process not an event: Practical evidence for systems, schools and teachers working with students with additional needs', paper presented at the Australian Association of Special Education Conference, 2014.
- Davis H and Day C (2010), Working in Partnership: The Family Partnership Model, 2nd Edn, Pearson: London.
- Department of Education, Employment and Workplace Relations (DEEWR) (2011), National Safe Schools Framework. MCEECDYA.
- Grove M (2004), 'The Three R's of Pastoral Care', Catholic School Studies 77(1) 8–12.
- Ministerial Council on Education, Employment, Training and Youth Affairs Melbourne (2008), Melbourne Declaration on Educational Goals for Young Australians, Melbourne.
- Pope Francis (2013), Evangelii Gaudium. The Joy of the Gospel, St Pauls, Strathfield NSW.
- Tutu D and Van Roekel D (2010), Facing the Future: Global Education at the Crossroads, online, http://campaignforeducationusa.org/blog/detail/desmond-tutu-facing-the-future-global-education-at-the-crossroads.

8.0   RELATED POLICIES

- Child Protection and Safety Policy
- Child Protection – Failure to Protect Policy
- Child Protection – Failure to Disclose Policy
- Child Protection – Grooming Policy
- Child Protection - Mandatory Reporting Policy
- Workplace Equal Opportunity and Anti-Bullying Policy
- Code of Conduct
- Privacy Policy
- Staff Social Media Policy
- Occupational Health and Safety Policy
- Acceptable Use of Information, Communications and Technology (ICT) Resources
- Student Behaviour Policy
- Anti-Bullying Policy (students)
- Critical Incident Management Policy
- Emergency Management Policy

9.0   REVIEW

Draft Review: January 2016
Implementation Date: March 2016
Review Date: January 2017