



ST JOSEPH'S SCHOOL ROCHESTER

Excellence in Education Provided in a caring Catholic Community

Pastoral Wellbeing Policy

RATIONALE:

The pursuit of quality education is based upon the human dignity of each person. The effective implementation of behavioural management practices at St Joseph's should occur as a consequence of its Catholic Ethos and be in line with our School-wide positive behaviour framework. We acknowledge the necessity of creating an environment which is conducive to promoting the social and emotional wellbeing of the whole school community.

As members of St Joseph's school community, we believe pastoral wellbeing to be integral to the daily life of the school, acknowledging the dignity of all and nurturing the growth of each individual, within a well community where members display more effective habits of supporting, encouraging, listening, accepting, trusting, respecting and negotiating.

Sandhurst Value Statement:

Understanding and Inclusion:-

We promote the God given dignity of each person, honouring the cultures and faith traditions of all.

Respect and Responsibility:-

We strive to build a community committed to personal and communal growth, founded on justice where we take responsibility for each other, and we are accountable for our own actions.

Relevant Mission Statement:

Because of this belief we are committed to:

- Providing an environment where the dignity of each person is realised.
- Provide a safe and welcoming environment for students and their families

Basic Beliefs:

Our core belief is that in Jesus is seen God's image and likeness in its human expression, and that Jesus' values and teachings show all people 'the way, the truth and the life' (John 14:6).

- Pastoral Care draws its inspiration and strength from the life of Jesus Christ.
- As educators, we are to foster growth and development of stable and well adjusted students in a Catholic environment that reflects the gospel values of community, service, love, trust, honesty, tolerance, courage, hope, reconciliation, justice and peace.
- The mental, physical and emotional wellbeing of all are essential pre-conditions for successful learning.
- Every opportunity should be given for students to reach their potential: physically, spiritually, emotionally, intellectually and socially.
- Pastoral Wellbeing is a responsibility entrusted to all members of the school community.
- Pastoral Wellbeing is a salutogenic force for healing, reconciliation and liberation.
- Pastoral Wellbeing is an expression of and commitment to justice.

- Occupational Health and Safety is about people. It is concerned with their care and safety and is extremely relevant to the Pastoral Wellbeing of every person in the school community. All staff should be familiar with all OHS policies and procedures.
- Online Safety through E-Smart and awareness of Digital Citizenship are important factors in creating another safe area for the well being of students and staff.

Aims from implementing Pastoral Wellbeing at St Joseph's:

We aim to: foster a school environment that:	We will do this by:
Is Safe and Positive	<ul style="list-style-type: none"> • School leadership taking responsibility for the development of a clear vision of what a safe and positive school environment is. • Establish structures that focus on staff/ student/ parent safety and wellbeing • Provide opportunities for Professional learning for staff. • Policies, procedures and systems in place to be monitored.
Has a whole school approach	<ul style="list-style-type: none"> • Ensure parent and community involvement through formal and informal activities. • Ownership of all students by staff. • Continue the implementation of St Joseph's Parent Leadership and Family Engagement Strategy.
Offers Family/ Community Engagement	<ul style="list-style-type: none"> • Building relationships and engagement with parish/ community/ families through support, visitations, liturgy, performances, special celebration days. • Ensure there is ongoing communication strategies in place. • Develop strategies to reach those ' hard to engage and reach' families.
Connects learning and behaviour	<ul style="list-style-type: none"> • Provide opportunities/programs for children to demonstrate an increasing ability to take responsibility for their own learning and personal wellbeing. • Providing opportunities for developing leadership within the class/school environment. • PBIS: Our three expectations of the whole school community; At St Joseph's we are Safe, Respectful & Responsible Learners is implemented and owned by all members of the school community. • Offering ongoing professional development for staff in all relevant areas of Pastoral Wellbeing. • Providing individual learning plans for children of differing needs
Offers Social and Emotional Learning	<ul style="list-style-type: none"> • Providing relevant Pastoral Wellbeing programs/ approaches for students, staff and parents [Bounceback/ PBIS/ Source of Life] • Ongoing review of such programs will take place
Has inclusive Practices	<ul style="list-style-type: none"> • Accepting those seeking enrolment at our school, who accept and follow the Catholic ethos and where resources can provide for their needs. • Providing a curriculum that will be inclusive and provide for the needs of individual students across the whole spectrum of abilities.
Offers intervention and Support,	<ul style="list-style-type: none"> • Teach the 5 social competencies (Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision making). • Establish procedures and processes for early intervention and support. • Provide Professional support where and when needed. • Continue to offer the services of a Wellbeing Officer to the community.

Organization that benefits the wellbeing of members of the St Joseph's community:

Pastoral Wellbeing endeavours to discern the life needs of students and to provide them with every opportunity to value themselves and to experience well being. We offer the following Pastoral programs, always attentive to the unique and evolving needs of individual students:

- PBIS: Positive Behaviour Intervention & Support: [see PBIS Framework for procedures and implementation]
- Implementation of the Bounce Back Program across all class levels to teach the 5 social competencies.
- Administration and class procedures and practices will ensure that all members of our school community will be welcomed and treated with respect at all times.
- The school will adopt a proactive and strategic stance with issues relating to student and staff welfare.
- All students will be provided with learning tasks/goals that are appropriate for their stage in their learning journey. This involves the implementation of a differentiated curriculum across all curriculum areas and from F-6.
- The curriculum will be inclusive and provide for the needs of individual students across the whole spectrum of abilities.
- All students and staff will be challenged and supported to reach their potential.
- All funded special needs students, and other special needs students when deemed appropriate, will have Individual Learning Plans that are continually reviewed and altered/updated as appropriate.
- Staff will source /access special services for special needs students to ensure that they have the best professional assistance.
- Parents of all special needs students will be invited to attend PSG (Peer Support Group) meetings each term.
- All teachers will use the school referral procedures to ensure that appropriate intervention is sought to address issues.
- Transition procedures will ensure that the students are able to move from one educational setting to another with professional and caring support.
- Student records will be kept and maintained in an efficient manner to ensure that there is a consistent approach to monitoring student progress.
- Student records will be kept and maintained in an efficient manner to ensure that there is a consistent approach to special needs for individual students. This will ensure that all necessary assessment is undertaken and that reports are kept on file.
- Life skills will be taught to ensure that safety awareness, confidence and skills of our special needs students are developed.
- Students will participate in the 'Bounce Back' program & PBIS to build confidence, resilience, persistence, respect, responsibility, organisational skills and the ability to get along with others.
- The principal will have an open door policy to cater for student, staff and parent concerns, welfare issues etc.
- Annual review meetings and Termly Goal setting meetings will be an opportunity for staff to reflect on their work, discuss highlights and concerns, set challenges for the future and celebrate their successes.
- Staff and students set and review term goals.

Implementation:

At St Joseph's we have a number of procedures and practices [intervention and support] to cater for any of our students or staff who may experience difficulty coping at various stages of their school life. These include but are not limited to:

- All students knowing that they are to go to a duty teacher if experiencing difficulty on the yard
- Reflecting sessions are built into the daily class program
- All students knowing they can approach their teachers or principal at any time with a concern they may have
- Students know that they can come to the office if they are experiencing difficulty on the yard (bypassing the duty teacher if necessary)
- Staff knowing that they can discuss any issues with the principal at any time they feel the need to do so.
- Briefing /Debriefing sessions at the beginning and ending of the day for special needs students.
- Parent/student/teacher/ Principal meetings for 'at risk' students when and where necessary.
- An invitation to parents to have input into the agenda for PSG meetings
- Class teachers prepare Special Needs submissions, address these goals at PSG meetings and target specific goals for weekly/fortnightly classroom programs
- Care is taken with student class placements to make transition to the next year level as easy as possible.
- Staff and students accessing the school Wellbeing Officer or educational psychologist support if necessary.
- Staff accessing counselling through Centacare.
- Staff covering yard duties for other staff who are unwell, experiencing difficulties or undertaking other duties.
- Staff celebrating together to acknowledge birthdays and other important personal milestones/ achievements.
- School assemblies are called to address specific issues e.g. Prayers for sick staff, students, school community members and to celebrate achievements and set goals .
- Acknowledgement of deaths and births in the school newsletter.
- Achievements by community members are acknowledged in the newsletter.

Supportive Relationships

Relationships of trust, co-operation and partnerships are fostered between school and family members through:

- Reporting procedures
- Learning Journals
- Parent newsletters
- Parent / Teacher interviews
- Home reading program
- Homework tasks
- Induction with new families buddied up with existing families
- Information Sessions
- Attending Mass together
- Sacramental program
- Social gatherings
- School Production every second year

- School Visual Arts display every second year
- Special occasions where community members are invited to school to conduct, view or participate in learning opportunities.

Effective networks of care:

- We strive to develop and maintain Pastoral Wellbeing through a shared responsibility among staff, students, parents and community members.
- All support services are identified and strong links are built up with community agencies that may be able to help support students in need. The school has a network of its own resources within and beyond the school.

Networks within the school community:

- School Board
- Parents and Friends
- Parish Council

Networks beyond the school community:

- Catholic Cluster of schools
- Small schools district cluster
- Catholic Education Office and the many support services they offer
- Agencies within the community

Resources and Responsibility

- Resources in this curriculum area will be purchased predominantly from funds allocated within the annual budget. For example; texts, teaching aids, equipment, resource books.
- Resources will be bar-coded, housed within a set teacher resource area and borrowed through the electronic Bookmark system in the library.
- Together, staff will take responsibility for maintaining resources, sourcing professional development opportunities and ensuring the success of the Pastoral Care program.

Evaluation:

This policy will be reviewed as part of the school's review cycle.

Ratified: March 2014

Minor Review: 2015

Major Review: 2016