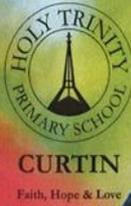


PASTORAL CARE AND WELLBEING POLICY



Inspiring connections

*... with our God
... with ourselves
... with our learning
... with our world*



Therefore we commit ourselves to the following principles:

Inspiring connections with our God by:

- ▲ enhancing and fostering a personal relationship with Jesus Christ through faith, hope and love.
- ▲ seeking to know the Catholic faith and its teaching.
- ▲ building an active faith community.

Inspiring connections with ourselves by:

- ▲ upholding the equality, dignity and worth of each person.
- ▲ nurturing personal growth, self-esteem, resilience and wellbeing.
- ▲ valuing diversity through empathy, understanding and appreciation of others.
- ▲ building strong partnerships, inclusive of all in our community.

Inspiring connections with our learning by:

- ▲ promoting a learning environment that is stimulating and engaging, fostering curiosity and creativity.
- ▲ providing a comprehensive and challenging range of quality and relevant learning experiences.
- ▲ encouraging an inquiring and questioning mind for sustained love of learning.
- ▲ reviewing, interpreting and reflecting on evidence to support learning.

Inspiring connections with our world by:

- ▲ strengthening global perspectives and active stewardship.
- ▲ being involved with and supporting a range of communities.
- ▲ maintaining mutual respect in relationships, promoting peace and justice.

Pastoral Care and Wellbeing Policy

Related Policies and Documents

Holy Trinity Anti Bullying Policy
Holy ICT Policy
Holy Trinity Code of Conduct Policy
Holy Trinity Learning Support Policy
CEO Student Management (Discipline) Policy
CEO Suspension of Students Policy
CEO Exclusion, Expulsion and Transfer of Students Policy
CEO Child Protection and Mandatory Reporting Policy
CE Wellbeing and Diversity Framework
Schools for All Children and Young People- Expert Panel ACT Report 2015

Purpose

This Policy outlines the belief statements about Pastoral Care and Wellbeing for children, staff and families who attend Holy Trinity Primary School.

Rationale

"Pastoral care may be defined as the expressions of care in the school community which bring together the diverse aspects of school life, academic, social, physical and religious. Pastoral Care is love in action. It invites students, staff and parents to make choices about life which fulfil their destiny as sons and daughters of God, created in God's likeness. Pastoral Care embraces the whole gamut of the curriculum and grounds the school's mission statement in the quality of daily relationships." (Treston, 1992 p.27,28)

"Wellbeing is defined as a state of positive psychological functioning that allows people to thrive, flourish, realise their own potential and engage positively with other people, this making a contribution to the community" (CE Wellbeing and Diversity Framework, 2016, pg. 6).

Student, parents & staff wellbeing is enhanced when all members of the school community participate in the learning programs and life of the school. Holy Trinity helps students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community. For this to occur, Holy Trinity is a place where every student can learn and grow with confidence through faith, hope and love.

Policy Goals

At Holy Trinity Primary School we are committed to:

- promote an atmosphere of mutual respect and support by establishing a network of Christian relationships among the students, staff, parents, clergy and the wider community;
- actively promote values and the importance of relationships, communication and intercultural understanding;
- ensure that Pastoral Care and Wellbeing is integral in all that we do;
- encourage and affirm each other;
- ensure that each member of the community accepts responsibility for the pastoral care and wellbeing of others;
- respect the rights and freedoms of each individual;
- respect confidentiality;
- ensure that students, staff and parents are supported by the processes in place to support all students;

- develop positive personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and of the group" (Making the PYP Happen: A Curriculum Framework for International Primary Education); and
- promote the Positive School Wide Behaviours of students through the explicit teaching of Learner Profiles and Attitudes from the IB PYP Framework and Values from the CE Education documents.

Holy Trinity will demonstrate this commitment through:

- Providing and implementing a range of opportunities to support pastoral care within the community (See Appendix 1)
- Consistently apply positive school wide behaviour practices throughout the school (See Appendix 2)
- Implementation and employment of whole school strategies for Behaviour Management (See Appendix 3)
- Embedding restorative practices when helping students, parents and teachers to resolve issues with relational conflict (Appendix 4)
- Collaboratively developing action plans to support positive educational and behavioural outcomes (Appendix 4)
- Developing essential agreements, collaboratively establishing a whole school and classroom agreements outlining responsibilities that align with the IB Learner Profile (See Appendix 5)

Definitions

Corporal Punishment

Corporal punishment means physical force applied to punish or correct, and includes any action designed or likely to cause physical pain or discomfort taken to punish or correct (*Education Act 2004*).

We confirm the statement that Holy Trinity Primary School does not permit corporal punishment of students attending the school, and that the school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons (including parents) to enforce discipline at the school.

ACKNOWLEDGEMENTS

Whole School Behaviour Management Guidelines – Catholic Diocese of Ballarat
 Northern Territory Department of Education
 Making the PYP Happen (IBO)
 Student Welfare and Management Policy Documents from:

- St Thomas the Apostle Kambah, St Gregory's Queanbeyan, St Jude's Holder, Rosebank Primary, South Australia, Red Hill Primary, ACT.

The policy will be reviewed not less frequently than once every three years.

Policy Dates			
<i>Formulated</i>	July 2016	<i>Adopted</i>	
<i>Implemented</i>	September 2016	<i>Reviewed</i>	September 2016
<i>Next Review Due</i>	January 2019		
Policy Authorisation			
<i>Principal</i>	Judy Spence	<i>Signature</i>	

Pastoral Care – Appendix 1

At Holy Trinity Primary School Pastoral Care is experienced:

As a community	As a learning community	Through communication
<ul style="list-style-type: none"> • ELC and Kinder Orientation • School and Class Masses • Liturgies • Prayer • Concerts • Information Nights • Fathers' Day • Mothers' Day • Grandparents' Day • Staff Prayer • Newsletters • Assemblies • Social gatherings • School Board • P&F • Learning Journeys • Sacramental Programs • Before and after school care 	<ul style="list-style-type: none"> • Curriculum • Pastoral Care and Welfare Policy • Learning Support • Student Enrichment • Parents helping in classes • Camps • Retreats • Excursions • Special Events • Carnivals • Open Days • Guest Speakers 	<ul style="list-style-type: none"> • Class Assemblies • Morning Assembly • Liturgies • Speaking • Listening • Newsletters • Term Overviews • 3 Way Conferences • Reports • Website • E-mails to families • Term Calendar
Through the Class Coordinator System	Through school structures and policy	Through student participation
<p>The Class Coordinator System is a form of family ministry and comes under the umbrella of the P&F. It was established to:</p> <ul style="list-style-type: none"> • build community; • welcome new families to the school; • build class networks by sharing class lists; • be a point of contact regarding special needs within the class; • assist families where a special need arises – eg. Food Bank • provide support and assistance to the teachers. 	<ul style="list-style-type: none"> • Vision Statements • International Baccalaureate Framework • Crisis Management • Supervision of Students • Pastoral Care and Wellbeing Policy • Sun Smart • Mandatory Reporting • Health • Tuckshop • OH&S 	<ul style="list-style-type: none"> • Classroom Meetings • Student Leadership • Essential Agreements • Peer Support/Buddy System <ul style="list-style-type: none"> ○ Year 3/4 with ELC ○ Year 5/6 with Kinder

We show Pastoral Care to others in our community	We are supported in our Pastoral care by
<ul style="list-style-type: none"> • Community Agencies • Catholic Mission • Caritas International • St Vincent de Paul • Various community groups • L'Arche Community 	<ul style="list-style-type: none"> • Parish Priest- Parish of the Transfiguration • CatholicCare who provide counselling and guidance services • Catholic Education Office

School Wide Positive Behaviour- Appendix 2

School Wide Positive Behaviour (SWPB) – History at Holy Trinity

SWPB was first introduced in 2010 and developed through staff consultation and consideration. It is a model which is consistent with Catholic values and beliefs and identifies the positive behaviours displayed by most in order to support school wide behavioural expectations. The underlying premise of both restorative practice and SWPB is that positive behaviours can be taught and it is the responsibility of schools to do so. In 2011 the program was officially launched as Trinity ToUcan, underpinned by the key principles of Respect, Responsibility and Learner and identifying the behaviours that fostered a positive teaching and learning community.

At the start of 2013 the Trinity ToUcan program was reviewed and the focus behaviours aligned with the school wide values. In Term 1 these were Service and Forgiveness. Individual classes were asked to decide relevant focus positive behaviours for the school.

From Term 2 2013 the Trinity ToUcan program used the Primary Years Program Attitudes to support positive behaviours throughout the school:

International Baccalaureate Primary Years Programme- Attitudes					
Appreciation	Confidence	Creativity	Empathy	Independence	Respect
Commitment	Cooperation	Curiosity	Enthusiasm	Integrity	Tolerance

The Trinity ToUcan program recognised the positive behaviours of all students and is a cumulative system that students work through. Students could not go backwards in the program.

School Wide Positive Behaviour (SWPB) – Current practice at Holy Trinity

In 2016 a review took place of the Trinity ToUcan program with all stakeholders. It was determined that a consistent whole school approach to creating an environment, which encourages effective learning through the development of a positive, calm and welcoming atmosphere is essential.

SWPB continues to promote and teach the positive behaviours expected at Holy Trinity Primary School. These behaviours target **all** students and offer support to those students whose behaviour is not reflecting the agreed expectations (Tier 1). **Some** of these students require various supports through classroom strategies, meeting with parents or seeking assistance from Professional Support Teachers (Tier 2). A **few** students whose behaviour is unacceptable are given support through individualised systems, classroom contracts, parental and CEO support and involvement of the school Executive (Tier 3).

Holy Trinity encourages positive feedback to students often and endeavours to teach students how to behave appropriately, especially through modelling and validating expected behavioural norms. We recognise that learning social skills and socially acceptable behaviours is a process, which everybody moves through at a different pace. Learning appropriate social skills is seen in the same light as learning how to read or complete maths. Some people need more assistance in some areas and less in others.

Therefore, at Holy Trinity, in each classroom at the beginning of each school year, classroom teachers work with their class in developing an Essential Agreement specific to expectations of the school and of each other. The agreement clearly defines expectations which are explicitly identified, taught, modelled and reinforce as expected behaviour. Every teacher will utilise a

Behaviour Management Flowchart (Appendix 3) which guides their response to student behaviours. Social skills are also explicitly taught, reinforcing expected behaviours.

Positive Behaviour Acknowledgement

Teachers acknowledge and recognise students who display our school values in a variety of ways. Teachers implement acknowledgement of positive behaviour by include some or all of the following:

- Verbal praise
- Gestural recognition
- Stickers/stamps
- Immediate rewards and/or awards
- Whole Class Reward system.

Teachers may also use other strategies such as writing a special letter/email or making a phone call to parents/carers identifying positive behaviours.

Recognition of the International Baccalaureates Attitudes occurs both in the classroom and wider school environment, verbally and also through an acknowledgement system (stickers).

International Baccalaureate Primary Years Programme- Attitudes					
Appreciation	Confidence	Creativity	Empathy	Independence	Respect
Commitment	Cooperation	Curiosity	Enthusiasm	Integrity	Tolerance

Whole School Strategies for Behaviour Management- Appendix 3

Teachers at Holy Trinity agree to follow the following strategies to support the Pastoral Care and Wellbeing of all students:

Primary Strategies (Tier 1)	Secondary Strategies (Tier 2)	Tertiary Strategies (Tier 3)
<ul style="list-style-type: none"> • Establish agreed Essential Agreements • Recognise positive student behaviours through the class and whole school recognition • Create engaging classrooms and curriculum- Keep the students actively involved in tasks • Establish a calming space area / opportunity within the room • Use Restorative Practices 	<ul style="list-style-type: none"> • Remind or restate classroom Essential Agreements • Recognise positive student behaviours through the class and whole school recognition • Time within a calming space • Time Out Reflection (Appendices 3 & 4) • Data collection of behaviour • Specified recognition of particular positive behaviour • Involve Professional Support Teacher in monitoring behaviour • Contact parent / care givers 	<ul style="list-style-type: none"> • Use Restorative Practices to re-establish and rebuild working relationships • Recognise positive student behaviours through immediate recognition • Involve parents / caregivers • Develop work / behaviour contracts with student / parent / support teacher • Apply a team approach to moving forward, including the school Exec • Work closely with parents to monitor and support student contracts • Use external agencies including CEO and CatholicCare services

Consideration for Suspension

Suspension of a student is a school matter but should not be used in the first instance of undesirable behaviour unless the Principal judges that such behaviour could cause grave moral and/or physical harm to other persons.

In the ACT, students may be suspended, provided the Principal is satisfied that such action is warranted, such as when a student:

- Demonstrates consistent and wilful non-compliance;
- Acts violently or threatens violence;
- Threatens good order and
- Disrupts own learning or that of other children.

(See CEO Suspension of Students Policy, 2014)

Agreed Procedures Holy Trinity Primary- Behaviour Management

Observe Problem Behaviour

Is the behaviour a teacher/staff managed issue or an executive managed issue?

Identify unacceptable behaviour

Identify unacceptable behaviour

Remind and reinforce appropriate behaviour

Student sent to executive staff or Executive called to assist

Apply appropriate consequence- eg

- Walk and talk
- Time out (See reflection tools)
- Written reflection
- Restorative justice- saying sorry, identifying changes required
- Community service

Teacher/Staff Managed Issues	Executive Managed Issues
Non-observance of Holy Trinity's shared norms and expectations as stated in Essential Agreements and SWPB 'We' statements.	Escalation of behaviour after it has been managed by teacher/ staff or a critical incident.

Discussion with students, teachers and observers about details of incident- Incident recorded

Restorative Justice repair, rebuild, reintegrate the person(s); restore a sense of wellbeing and connection.

Parents may be contacted/ interview arranged- CE inclusion if required

Discussion with parents/carers
Document discussions/actions

Continued or heightened behaviour – inclusion of executive staff to develop action plan

Feedback provided to involved persons (staff members/parents) regarding outcome of incident and action plan.

Action plan established for student in regards to consequence for action or student return to school

Restorative Practices- Appendix 4

Restorative Practices

Holy Trinity follows the principles of Restorative Practices when helping students, parents and teachers to resolve issues of interpersonal conflict. The Restorative Practices approach asks what has happened, who was harmed by what happened and what steps need to be taken to repair the harm. All parties involved in the conflict have the opportunity to voice their story and play a role in negotiating a resolution.

Implementation of Restorative Practices

The staff at Holy Trinity Primary School agree that pastoral care and wellbeing seeks to maintain personal and school community safety, repair relationships through reconciliation, encourage students to demonstrate respect and responsibility for all.

The teachers at Holy Trinity Primary School agree to follow these practices:

- Acknowledge shared responsibility for all students;
- Negotiate and establish clear rights and responsibilities through developing Essential Agreements;
- Recognise the needs of individuals;
- Maximise students' ownership of behaviour through Restorative Practices;
- Maintain impartiality;
- Follow up and follow through (consistency); and
- Utilise wide support (peers, staff, counselling support and parents);
- Support plans are developed (Appendix 5 and 6).

**TIME OUT REFLECTION- Sample
Primary**

Name: _____

Date: _____

What I did:

Why I did it:

Who else was involved?

What I will do next time:

Teacher Comments:

Class Teacher Notified: Yes/No

Student signature: _____

Teacher Signature: _____

Parent Signature (if required) _____

**TIME OUT REFLECTION- Sample
Junior Classes**

Name: _____

Class: _____

Date: _____

What I did:

What I should have been doing:

Signed Student: _____

Signed Teacher: _____

Parent Signature (if required) _____

STUDENT SUPPORT FORM- Sample

Child's Name: _____

Date _____

Team Members _____

Areas of strength:

-
-
-
-

Areas of concern:

-
-
-

Initial areas of focus:

-
-
-
-

Initial strategies:

-
-
-
-

Follow up:

-
-
-
-

Parents notified: Yes/No

Signed: _____

ACTION PLAN- Sample

Child's Name: _____ Date: _____

Behaviour Management Team:

1. Strengths to build on and encourage

-
-
-
-
-

2. Main unacceptable behaviours

-
-
-
-
-

3. Behaviours to be focussed on initially

-
-
-

4. Steps to take when unacceptable behaviour is demonstrated

-
-
-
-
-

5. If unacceptable behaviour continues

-
-
-

Good behaviour and cooperation will continually be reinforced and encouraged. Praise and positive reinforcement is our number one priority.

Essential Agreements and Whole School Expectations- Appendix 5

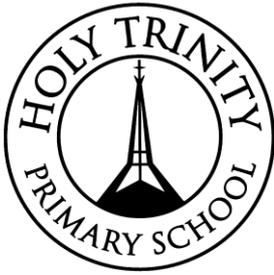
The teachers and students at Holy Trinity agree to develop Essential Agreements that incorporate agreed classroom and school wide rights and responsibilities. These Essential Agreements seek to be positive, specific and explicitly communicated to all in the community.

Essential Agreements are designed through a consultative process between the teacher and students and are displayed prominently around the school or classroom.

Effective classroom management contributes to each child's success in learning. At Holy Trinity we value the development of a safe and secure environment, both emotionally and physically. We promote students developing skills to independently resolve issues in a just and restorative way.

Essential agreements are a set of positive guidelines for behaviour that are established by those who will live these in the context they are developed for, that is, classroom, playground or general school expectations. The agreements guide behaviours and should be:

- Relevant to the daily lives of students, teachers and parents
- Provide ownership and accountability
- Promote positive decision making
- Identify what is valued and reflect how we should act
- Provide consistency across the school
- Be visible



HOLY TRINITY PRIMARY SCHOOL

**ESSENTIAL AGREEMENT FOR
PLAYGROUND AND CLASSROOM
BEHAVIOUR**



A learning community encouraging engagement, transformation and positive relationships.

International Baccalaureate learners strive to be:

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Open-minded	Caring	Risk-takers	Balanced	Reflective

The implementation of this Essential Agreement is to encourage and support behaviours that display a shared understanding of our Essential Agreements and whole school expectations.

Essential agreements promote positive behaviours and reflect a philosophy that enables students to develop self-management skills.

RESPONSIBILITIES

Students

To:

- behave in a way that is consistent with our essential agreements and whole school expectations
- support the provision of a safe learning environment for other students, physically and emotionally

Staff

To:

- ensure that practice and language is consistent with our essential agreements and whole school expectations
- ensure learning is positive, engaging and inclusive

Parents/Caregivers

To:

- understand school expectations concerning behaviour
- understand the school policy on behaviour management
- support staff in the implementation of the policy

Whole School Expectations – We statements aligned to the IB Learner Profile

Holy Trinity Primary School expects that all students seek to promote the rights and responsibilities of each member of the community by exemplifying the International Baccalaureate's Learner Profile,

Learner Profile	We...Statement	Identified behaviours (Student Voice)
Balanced	We understand the importance of spiritual, intellectual, physical and emotional balance to achieve personal well-being.	<ul style="list-style-type: none"> • Acting on the teachings of our faith • Being open to try a range of activities • Trying our best • Working with others to share our talents • Welcoming the ideas of others • Being hopeful • Being active
Communicator	We understand and express information confidently and creatively in a variety of ways individually and collaboratively.	<ul style="list-style-type: none"> • Using kinds words • Praising and affirming others • Smiling at people • Using words to communicate our feelings • Listening respectfully • Sharing ideas and stories in class • Use and read body language to communicate • Contributing to discussions
Inquirer	We develop natural curiosity and acquire skills to conduct research and show independence in learning	<ul style="list-style-type: none"> • Asking questions • Applying knowledge to other situations • Discovering new ideas and facts and sharing them with others • Including others at school and at home in our learning • Inquiring into the faith life of our school • Acting on what we learn
Principled	We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of ourselves and others.	<ul style="list-style-type: none"> • Being honest • Working cooperatively • Accept and learn from mistakes • Looking after each other's belongings • Taking turns on the playground • Standing up for what we believe • Using good manners with others through words and actions
Caring	We show empathy, compassion and respect towards the needs and feelings of others and commit to being of service to those around us.	<ul style="list-style-type: none"> • Treating others the way we want to be treated • Supporting and encouraging each other • Keeping our hands and feet to ourselves • Sharing the space we have • Including others • Moving around the classroom and school calmly and with care

Open Minded	We understand and appreciate our own cultures, personal history and points of view, and are open to growing from the experience of the perspectives, values and traditions of others.	<ul style="list-style-type: none"> • Being open to new ideas • Including others in our learning • Appreciating the efforts and abilities of others • Being forgiving • Understanding that everyone is different • Valuing and embracing the many cultures at Holy Trinity,
Reflective	We give thoughtful consideration to our own learning and experience in order to use and develop our strengths and limitations for personal development	<ul style="list-style-type: none"> • Thinking about what we know • Considering how our actions and words affect others • Asking "Could I do that different next time?" • Applying our learning to new situations • Listening to feedback from others • Learning how to learn
Knowledgeable	We explore concepts, ideas and issues that have local and global significance to acquire in-depth knowledge and understanding.	<ul style="list-style-type: none"> • Seeking and sharing answers and new ideas • Working together to solve a problem • Asking questions • Using ICT to help us learn and share our learning • Valuing what we learn • Striving to be expert learners
Thinkers	We exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems.	<ul style="list-style-type: none"> • Demonstrating creativity and positivity in our work • Seeing another way to complete a task • Thinking before we act • Expanding our ideas • Asking questions • Using prior knowledge when learning • Making the most of ICT to build on our learning
Risk Takers	We approach unfamiliar situations and uncertainty with courage and forethought and have the independence to explore new roles, ideas and strategies.	<ul style="list-style-type: none"> • Making new friends • Having a go at unfamiliar things • Taking responsibility to lead when working in a group • Using new strategies to solve a problem • Striving for high standards • Accepting others' ideas • Willing to make and learn from mistakes