



St Mary's Yoogali
Excellence in Catholic Education

PASTORAL CARE & WELLBEING POLICY

RATIONALE

At St Mary's Yoogali we strive to create a safe, happy and spiritual environment where all members of the school community are treated with dignity and respect. *(St Mary's Mission Statement)*

A safe and secure environment is developed when all members of the school community respect the individual's rights and freedoms, responsibilities and duties, as well as responding to the needs of students, staff and community. We aim to guide each child towards care for others, self-control and self-responsibility.

POLICY STATEMENT

Pastoral Care refers to the total care of the student. It involves recognising and developing each student as a unique person in the context of society and our Church.

At St Mary's we are committed to providing a comprehensive quality education for all students taking into account their age, background, ability and interests.

Pastoral Care and how it is expressed provides direct witness of Christ's love for humanity.

SUPPORTING STATEMENTS

Pastoral Care is a term used to describe both an attitude and a process, and is based upon the dignity of the person.

At St Mary's School, this is expressed through:

- the development of quality relationships
- the provision of satisfying learning experiences
- the establishment of an effective care network
- the provision of experiences and structures that provide for the integrated spiritual and human growth of students

We encourage our students:

- to develop self-reliance
- to take responsibility for their own welfare and development
- to contribute to the welfare of others
- to contribute to the life of the school community

We are committed to being places where every student can learn and grow with confidence and where teaching and learning occur in the context of Pastoral Care.

Restorative Practice

St Mary's Pastoral Care Policy is based upon the principles of Restorative Practice. The underlying concept is to make each child, as far as possible, come to be responsible for their own behaviour.

When issues occur the focus is on restoring the relationship with the person or persons who have been hurt and restoring the student's relationship with the school community.

Restorative Practice is a whole school approach to building policies and processes which focus on the three core values of compassion, inclusiveness, and forgiveness.

This program, developed by Marist Youth Care, provides schools with a framework of management that moves away from the traditional punitive response. It establishes a philosophy and a set of practices that reflect a commitment to inclusiveness and collaborative problem-solving. It is the daily living of these values that is the platform for continually developing restorative relationships in all that we do for the students in our care.

The principles of Restorative Practices:

1. Foster awareness in the student of how others have been affected.
2. Avoid scolding or lecturing.
3. Involve the student actively.
4. Accept ambiguity.
5. Separate the deed from the doer.
6. See every serious instance of wrongdoing and conflict as an opportunity for learning.
7. Restorative practices must be systemic, not situational.

The Restorative School believes in the "Three R's" –

- Relationships
- Responsibility
- Relevance.

The Classroom Teacher

Each classroom teacher is responsible for the pastoral care of each child in their class and for monitoring their behaviour. As a staff, we collectively monitor the behaviour of the children on the playground and provide feedback to the classroom teacher and the wider staff of concerns about students at risk. A Restorative Practice approach is used both by the classroom teacher and by the Principal and leadership team, to assist each child towards self-control and self-direction.

SERIOUS OFFENCES

The Serious Offences Program is primarily for playground/non-classroom incidents of a serious nature.

Serious Offences are defined as:

- bullying
- serious physical contact
- serious swearing
- three offences of a less serious nature that have occurred over a short period of time
- serious damage to environment

Definition of Bullying

Bullying is defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Conflict or physical fights between equals or single incidents are not defined as bullying.

PLAN OF ACTION WHEN A SERIOUS OFFENCE OCCURS

The student meets with a member of the Leadership Team.

The Restorative Practice affective questions are asked of the student about the incident:

1. Tell me what happened?
2. How did it happen?
3. How did you act in the incident?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again, how could you behave differently?

Students are required to complete a [My Choices in Behaviour Form](#) form which is designed for the student to reflect on their choices, actions and the effect they have had on others. This is to focus on recognising the behaviour rather than the student or blame.

- The student's teacher and parents are notified and informed of the incident. This may include the My Choices in Behaviour Form to be taken home and signed by the parents/guardian. A copy is to be kept in the student's file.
- If the dealing staff member is not the Principal, the Principal is notified and informed of the incident.
- The child is guided towards restoring the situation with those offended by the actions.
- Once the Restorative Practice discussion has occurred Community Service may take place.
- Each Serious Offence is recorded and kept in the Student Files.

Community Service

In order to support the understanding of consequences and the damage to the wider school community, the child may be requested to carry out some sort of service to the school community for a length of time determined by the Principal or Leadership Team member.. The student may have input into the community service that they see will assist the school community such as;

- Beautifying the playground by picking up papers, sweeping the cement or working in the garden
- Improving the learning environment by tasks such as cleaning desks

The policy is to be reviewed at regular intervals to ensure that efficiency and effect are maintained. Changes are to be made accordingly.