



St Patrick's College  
LAUNCESTON

# PASTORAL CARE PROTOCOL

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St Patrick's College  
LAUNCESTON

## PASTORAL CARE PROTOCOL

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### PURPOSE

"A fundamental belief for Tasmanian Catholic Education as a community is that Jesus' values and teachings seeks the flourishing of all people: I come that they may have life, and have it to the full (John 10:10)." *CET Pastoral Care and Well-Being Policy*.

Pastoral Care provides a visible presence of God's love within the actions, words and demeanour of all within the College. It draws on gospel values of faith, compassion, and justice, demonstrating a deep respect and acknowledgement of the dignity of each individual, who is made in the image of God (Genesis 1:27).

Pastoral Care is at the heart of all Catholic schools and institutions. The central tenet of Pastoral Care is to nourish, support, challenge and sustain all members of the school community: students, families, staff and members of the broader community and outreach. As such, a shared understanding of Pastoral Care should inform and influence relationships, and learning and teaching purposes and outcomes. Pastoral Care ensures that all members of the College community are welcomed, have a voice, and can rely on a network of care and appropriate support when in need.

At St Patrick's College, the foundation of all Pastoral Care is underpinned by the values of our Mission Statement, which is to be a school community of faith, learning, respect and service in the Catholic tradition. The College's approach to Pastoral Care is mapped out in the Pastoral Care Framework.

### PROTOCOL STATEMENT

The purpose of this protocol is to outline the scope and principles of the College's *Pastoral Care Framework*. The protocol refers in the broader sense to the Tasmanian Catholic Education (CET) *Pastoral Care and Well-Being Policy* and specifically refers to and draws upon individual College protocols, including the *Anti-bullying & Harassment Protocol: Student*, and all other related protocols.



### Definitions:

Definitions used in the protocol have been sourced directly from the CET *Pastoral Care and Well-Being Policy*.

### Pastoral Care

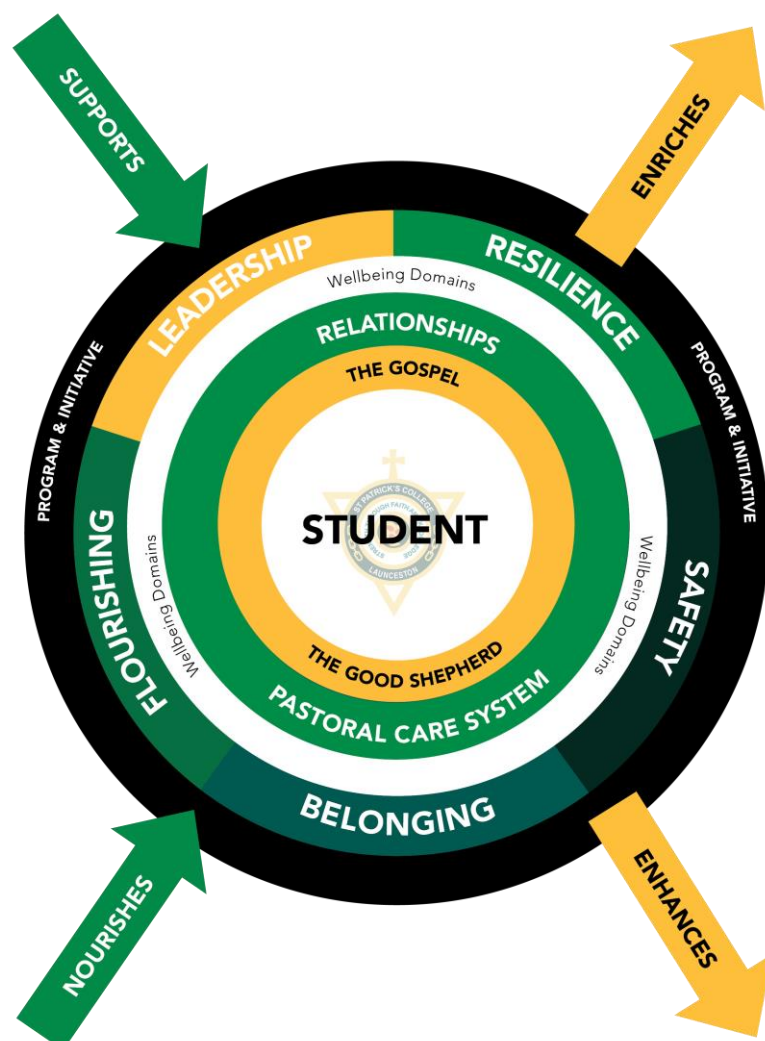
Pastoral Care is the care for the 'whole person', i.e. for the individual's spiritual, intellectual, social, physical and psychological wellbeing. It originates in profound respect for the dignity of both the individual person and the community transformed by the values of the gospel.

The origin of the phrase 'pastoral care' is in Jesus's pastoral image of the Good Shepherd (John 10:1-18). Here the Good Shepherd is one who looks after his sheep and will lay down his life for them. Likewise in the Parable of the Lost Sheep (Luke 15:1-7; Matthew 18:12-14) the Good Shepherd is the image of a shepherd who has compassion for the 'little ones' who are at risk.

### Wellbeing

Wellbeing is a combination of a person's physical, mental, emotional, and social health. Positive wellbeing enables students, staff and communities to flourish.

### PASTORAL CARE FRAMEWORK



## Examining the Pastoral Care Framework

The task of pastoral care in the 21<sup>st</sup> century is complex, and it is exercised in the context of an ever-changing societal landscape requiring schools to innovate and be responsive to the emerging realities of the community.

The unifying concept of the College's Pastoral Care Framework is that the STUDENT is at the centre, and it requires an approach to pastoral care is characterised by THE GOSPEL and inspired by the image of the Good Shepherd (John 10:1-18): "It takes the whole curriculum to teach the whole Gospel, and it takes the whole Gospel to teach the whole child (Dizdar, 2014)". The primary means by which the Gospel is made present to each child is through the life-giving RELATIONSHIPS established through the College's pastoral care system.

The Catholic School must provide a contemporary, dynamic, multi-faceted, and multi-layered approach to the task of pastoral care to be inclusive of the diverse needs and challenges presented by 21<sup>st</sup> century adolescence. We recognise that every student is unique, and this necessitates the provision of targeted and varied pastoral care programs and initiatives to address the needs of students in each of the College's **Five Domains of Wellbeing: Leadership, Resilience, Safety, Belonging & Flourishing**.

The Pastoral Care Framework is arranged into concentric circles starting with the student at the centre. Each layer, when considered, is isolated from its role in the broad context of pastoral care at the College, and therefore, each layer must be understood in dialogue with its surrounding layers.

Moving outwards from the centre, each subsequent layer of the framework enriches and enhances the layer outside it, illustrating a deepened and multi-layered approach to pastoral care:

- The **Student** is firstly immersed in the Gospel through their educational experience and is then challenged to live out these values in the community becoming witnesses to the living Gospel.
- **The Gospel** values inform and characterise the relationships that students experience with their key teachers in the pastoral care system.
- These foundational and supportive **Relationships** enhance each student's sense of agency and facilitates engagement with the programs and initiatives in the Five Domains of Wellbeing.

Moving inwards from the perimeter, each subsequent layer of the framework supports and nourishes the layer inside it, illustrating a symbiotic and reciprocal relationship between each layer of pastoral care:

- The College's programs and initiatives that address the **Five Domains of Wellbeing** inform the relationships that students build with their peers and key teachers in the pastoral care system.
- **The relationships** students experience with their key teachers in the pastoral care system are characterised by the Gospel values.
- **The Gospel** is the lens through which **The Student** experiences their engagement with the College's full curriculum, both hidden and visible, both academic and pastoral, both physical and spiritual.

## Pastoral Care System:

While pastoral care is the responsibility of every member of the Catholic school community. The phrase 'pastoral care system' refers to the teachers at the College who are employed in formal roles of pastoral care; this includes but is not limited to: Tutor teachers/Home Group teachers, House Heads, Directors of Pastoral Care, Heads of Schools and Principal. These staff have specific and documented responsibilities in catering for the wellbeing of students in their specific care. These staff form the key relationships and partnerships with students and families in the provision of pastoral care, and coordinate and organise a range of events, programs, and initiatives to cater for the wellbeing of all students.

## **Five Domains of Wellbeing**

The Five Domains of Wellbeing form the structure, focus and framework for the College's diverse range initiatives and programs to support, nourish enhance, and enrich the pastoral care of our students. The information below explores what the College community understands to be the task of pastoral care in each Domain and lists some of the key programs and initiatives in each area. Please note, however, that many of the programs and initiatives listed below cover multiple domains in breadth of the experiences they offer.

### **Leadership**

#### **Domain Definition**

At St Patrick's College, Jesus' model of leadership challenges each person to inspire others to be their best. We are called to servant leadership in the light of the Gospel values.

#### **Programs & Initiatives:**

Student Leadership Development Framework  
Year 12 Student Executive Camp  
Ascent Program

### **Resilience**

#### **Domain Definition**

At St Patrick's College we accept the challenge to be determined, disciplined and hardworking. We show this by not giving up and facing our fears, and by demonstrating gratitude, empathy, and mindfulness.

#### **Programs & Initiatives**

The Resilience Project  
Mind & Body  
Mental Health Curriculum Continuum

### **Safety**

#### **Domain Definition**

At St Patrick's College we acknowledge and place a high significance on the safety of students, families, staff, and all members of the community, ensuring that all members feel cared for, valued, and supported appropriately.

#### **Programs & Initiatives**

Positive Behaviour Support Framework  
Student Wellbeing Support Services  
Student Wellbeing Committee

### **Belonging**

#### **Domain Definition**

At St Patrick's College everyone is welcome, diversity is celebrated, inclusion is prioritised, and the dignity and worth of every human person is championed and protected.

#### **Programs & Initiatives**

Building St Patrick's College People & BeSPC  
The Rite Journey  
Burn Bright: Wellbeing Days

## **Flourishing**

### **Domain Definition**

At St Patrick's College we are encouraged to cultivate our strengths and are inspired to become the best version of ourselves. We continually seek personal development and learning and are committed to building a mindset that enables this growth.

### **Programs & Initiatives**

VIA Character Strengths

Wellbeing Check-In

Co-Curricular Program

## **BEHAVIOUR MANAGEMENT PROCEDURES**

St Patrick's College places a high priority on the fostering of a positive, welcoming, and inclusive community for all its members. The College promotes and encourages the development of positive partnerships between school, students, families, and the broader community.

An informed, compassionate and educative approach to all aspects of individual and social relationships, interactions and behaviour is actively promoted and pursued across all Schools, Houses and domains within the College and community. As such, responses and actions provided by the College to individual needs acknowledge the dignity and intrinsic worth of each person, giving consideration to all dimensions of life, spiritual, emotional, intellectual, physical and social.

### **Behaviour Management**

College protocols relating to behaviour management are informed by Gospel values and always seek to promote the intrinsic worth and dignity of individuals, groups, and the community. All College processes, documentation, and decisions regarding behaviour management aim to enhance the five domains of wellbeing for our student body.

Decisions made by groups, or individuals, that impact significantly on the lives, wellbeing, education, or work of others and are contrary to aims of the **Pastoral Care Framework** necessitate a considered, fair, and appropriate consequence. Behavioural responses and disciplinary protocols developed for students place a high degree of significance on being educative in nature, designed to encourage and guide the growth, spiritual development, and emotional, intellectual, and social maturity of all students.

### **Positive Behaviour Support**

The goal of School Wide Positive Behaviour Support at St Patrick's College is to create and maintain a positive and safe learning environment that enhances our school culture where we maximise individual academic and social growth. In accordance with our Mission we are a school community of faith, learning, respect and service in the Catholic tradition.

The College's Positive Behaviour Support Framework provides the overview and structure of the College's approach to promoting positive and safe behaviour in the College community. The focus of the approach with our students is on our 'PBS Statements' - *Participate in Our Community. Be a Learner. Show Respect.* Please refer the Positive Behaviour Support Framework brochure for further information.

## **Behaviour Management Philosophy**

At St Patrick's College behaviour management is grounded in the philosophy of pastoral care whereby all members of the school community:

- Are treated with dignity and justice.
- Feel safe and secure.
- Are free to be engaged in the learning and teaching process unhindered by anti-social behaviour.
- Acknowledge their rights but are also aware of their responsibilities to themselves and others.
- Are aware of the procedures that will be followed in managing appropriate behaviour.
- Are assured that teachers will be fair and consistent in matters of discipline.
- Know that students have been made aware of the consequences of their actions.

Violation of the rights of students or staff is a serious issue and jeopardises the credibility of our Catholic ethos. The staff member's response to unacceptable behaviour is, therefore, crucial to the effective operation of the College. The immediate aim of such a response is to make students aware of their irresponsibility, and allow them to experience the consequences of their choices, in order to rectify their behaviours in future scenarios. The long-term aim of persistent intervention is the development of the student into a socially aware and self-disciplined person. The College Charter of Rights & Responsibilities gives a clear indication of the approach the College takes in order to build a positive and safe community of staff, students and parents.

## **Charter of Rights & Responsibilities**

St Patrick's College is committed to living out the Gospel values of love, care, concern, reconciliation and justice through its Pastoral Care Protocol. This will occur when all members of the community are aware of their rights and take responsibility for their actions, as outlined in the following charter:

### **Rights**

- To be valued, supported, and encouraged to grow and develop by the whole community.
- To learn, teach and work.
- To be treated fairly and with dignity and respect.
- To feel safe and included physically, socially and emotionally.
- To voice concerns and to be heard.
- To have fair access to programs, resources and support structures.
- To feel proud to be part of the College community.
- To be advised of the College's ethos, policies and procedures.
- To have property respected.
- To have a clean, attractive, appropriate working environment which supports the above rights.

### **Responsibilities**

- To accept opportunities for growth and development which are offered and encourage others to do so too.
- To do your best work and allow and encourage others to do the same.
- To treat yourself and others fairly and with dignity and respect.
- To ensure the safety and inclusion of others.
- To listen to and consider the needs of others.
- To be involved in College programs through active participation or support.
- To promote the good reputation of the College at all times in dress, behaviour and speech.
- To become informed of the College's ethos, policies and procedures.
- To care for your own possessions and those of others.
- To respect and maintain the clean, attractive environment and facilities provided by the College.

## **Accountability**

The College has the right and the responsibility to monitor the behaviour of members of its community. Where behaviour is inconsistent with this charter, consequences will apply.

## **Discipline, Detention, Suspension & Expulsion**

Enrolment of their child at the College implies that parents/guardians will accept the disciplinary actions of the College. Hence, it is not acceptable to the College for parents/guardians to refuse to support the College in handing out reasonable penalties. Parents/guardians have the right to discuss such matters with the College, but they must be prepared to accept the final decision of the College.

For some infractions of school rules, detention will be held during lunchtimes or for one hour after-school on a specified day. For major infractions or continued violation of rules, detention is held on Saturday morning from 9:00am until 11:00am. Students will need to report in full school uniform for Saturday morning detentions. Tutors and subject teachers may also assign students to detention during Recess and Lunchtime. Detention will take priority over other activities.

For serious and significant breaches of the College rules, students may be suspended internally or externally. For internal suspensions, students will be removed from their classes and supervised by a staff member as they complete their relevant schoolwork. Their break times will also be supervised and will occur at different times to those of their peers. For external suspensions, students are excluded from attending school. Before recommencing their attendance, the student and parents/guardians must attend a re-entry interview meeting to discuss the expectations of the student for their re-entry into the community.

Students who receive multiple suspensions are placed on Enrolment Review. The Enrolment Review process is the final intervention strategy the College implements to support the student in addressing their behaviour. If the evidence collected as part of this process demonstrates ongoing behaviour that is prejudicial to the safety and welfare of staff and students or the reputation of the College, then the Principal may proceed to the termination of enrolment for the student.

In the instance of a significant breach of the College's behavioural expectations that is prejudicial to the safety and welfare of staff and students, or the reputation of the College, the Principal may proceed immediately to Enrolment Review, or directly to the termination of enrolment for the student.

## **Related Policies & Protocols**

CET Pastoral and Well-Being Policy  
Anti-Bullying & Harassment Protocol: Students  
Attendance Protocol  
Critical Incident Management Protocol  
Drug Protocol  
Uniform Protocol  
Work, Health and Safety Protocol