



PASTORAL CARE & STUDENT WELLBEING POLICY

CATHOLIC SCHOOLS BROKEN BAY

Caroline Chisholm Centre Building 2, 423 Pennant Hills Road, Pennant Hills, NSW 2120 | PO BOX 967 Pennant Hills NSW 1715
02 9847 0000 | csbb.catholic.edu.au | csbb@dbb.org.au

1. Purpose

In Catholic Schools Broken Bay (CSBB) children and young people are at the heart of all our endeavours. CSBB have a strong tradition of pastoral care for the purpose of providing each and every student with the strongest foundation possible for them to flourish and reach their full potential in learning and in life. This is a journey of growth and human flourishing, undertaken in partnership with parents, who are the first educators of their children. This policy is intended to guide system and school based guidelines and practices for pastoral care and student wellbeing, meet regulatory and diocesan requirements, and be implemented in conjunction with other related policies and guidelines as outlined in Section 5 of this policy.

2. Policy Framework

2.1 The Catholic Context: Mission and Pastoral Care

CSBB strive to be communities of care and support, where every young person experiences a holistic education that develops a sense of meaning and purpose in life, to be able to live their lives to the full: */ ~~abga~~ ~~Edi~~ (Jb10: 10).*

The aim of pastoral care is to promote human flourishing, as we respond in Christian service to all those in our care with love, compassion, respect and a sense of justice and responsibility. Pastoral care in a Catholic school continues the healing ministry of Jesus Christ, as it supports staff, students and families to live the Mission through their daily interactions and care for others in our community. Pastoral Care, inspired by the Gospel and the Catholic tradition, values the dignity of the human person which is shown through the belief that everyone matters.

As a Catholic faith community we uphold the intrinsic dignity of all those in our care and acknowledge that each person is created in the image and likeness of God (Imago Dei). In recognising the presence of God in every person, pastoral care focuses upon person-centred care that nurtures a sense of belonging, inclusion and identity. A sense of belonging is critical to forming a sense of self, connectedness and purpose. From a place of love and acceptance we can grow and expand our sense of who we are and how we can be in the world. The Catholic school is called into community where interconnectedness and quality relationships shape and affirm the identity of each person.

The five interrelated elements that have been adapted for our context include:

1. Leadership – Visible leadership to inspire positive, faith-filled school communities.
2. Inclusion – Inclusive and connected school culture inspired by the Gospel values.
3. Student voice – Authentic student participation that builds student voice and agency.
4. Partnerships – Effective family, parish and community partnerships.
5. Support – Wellbeing and support for positive behaviour.

The Australian Student Wellbeing Framework supports principals, school leaders, teachers, students and their families to build a positive, safe, supportive and inclusive school culture.

3. Content

3.1 Definitions

their learning and the need to nurture learning dispositions (social and emotional learning skills) that help them to succeed in learning and in life.

3.3 Multi-Tiered System of Support for Wellbeing

Foundational to a whole school approach to pastoral care and student wellbeing is a Multi-Tiered System of Support (MTSS) framework that focuses on prevention and intervention. MTSS provides services and interventions for students at increasing levels of intensity, based on students' needs. Tier 1 focuses on prevention and being proactive. It aims to prevent the development of learning, social and emotional problems by implementing high quality learning environments for all students and staff across all settings (i.e. school-wide, classroom and non-classroom). The emphasis is on teaching students to develop social and emotional capabilities to be safe, respectful, resilient and engaged learners. Tier 1 also identifies students who require more specialised and intensive assistance in Tier 2. Tier 3 supports "at risk" students with complex learning, social and emotional needs who require intensive individualised intervention often through a case management process involving students, staff and families and external providers.

The MTSS framework is adapted from the [Positive Behavioural Interventions and Supports \(PBIS\) Framework](#). It is also known as the Positive Behaviour for Learning (PBL) framework and is outlined below:

~~Ré App~~
(PBIS)

~~2019 PBL~~

~~18 Sp~~

3.4 Corporal Punishment

The use of corporal punishment is prohibited in CSBB schools.

3.5 Complaints

Complaints will be managed according to the [CSBB Complaints Management and Resolution Policy](#). Complaints can be directed to the school Principal or the CSBB Community En

~~the~~ . Canberra, ACT, Australia: Department of Education, Employment & Workplace Relations.

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2017). Positive Behavioral Interventions & Supports [Website]. Retrieved from www.pbis.org.

~~the~~ *SEL)? (2019)* The Collaborative for Academic, Social, and Emotional Learning (CASEL), Chicago. Retrieved from <https://casel.org/what-is-sel/>

6. Support Documents

[Australian Curriculum Personal and Social Capability Australian Student Wellbeing Framework \(2018\) Be You](#)
[CASEL Social and Emotional Learning](#)
[Positive Behaviour Intervention Support \(PBIS\)](#)
[Student Wellbeing Hub](#)

7. Policy Implementation

This policy supersedes the Pastoral Care Policy 2012. The policy implementation date is January 2020. All schools will be expected to have school pastoral care and student wellbeing guidelines in operation no later than 30 June 2020.

8. Policy Review

This policy will be reviewed periodically and not less frequently than once every five years.

9. Policy Dates

Date of completion and adoption:	2005
Date of current version:	2020
Date of next review:	2025

Authorised by
Dr Tony Bracken
Acting Director of Schools

APPENDIX A

[The Five Elements of the Australian Student Wellbeing Framework \(2018\)](#) © Education Services Australia as the legal entity for the Education Council, p5.

