

Pastoral Care Policy and Code of Conduct

The Pastoral Care Policy sits on our website and the associated Code of Conduct is a working document that is used by staff in their implementation of the Pastoral Care Policy. Both are included here for Board perusal. The Code of Conduct has not been placed on the website but is accessed by staff through the College portal. Discussion occurred at Policy Review regarding the inclusion of the first page of the Code of Conduct with the Pastoral Care Policy on the website.

Pastoral Care Policy

Introduction

Inspired by the Gospels' values, John Paul College is committed to creating and maintaining an environment within which all members of the school community experience being loved, being worthwhile, having a sense of belonging and being recognised as unique. These experiences and others enable members of this community to grow into that fullness of life which God offers us through Jesus Christ.

Rationale

The Pastoral Care Policy of John Paul College both reflects the values on which our Pastoral Care is based and suggests broad goals and guidelines for decision-making. The policy is informed by the College Mission statement with its emphasis on the Christian values of love, justice and respect for all members of the College community. Our motto/vision of "With Him is the Fullness of Life" (Jn10:10) suggests that in the spirit of loving service and support and in a welcoming atmosphere where no one feels alienated or isolated, we hope to provide a holistic education which will allow our students to develop their full potential. We aim to foster critical awareness, self-discipline and self-esteem, being conscious of the rights of each member of this Christian community, as they grow towards full personal responsibility.

The purpose of our Pastoral Care Policy is to create an environment in which young people come to acknowledge, reflect on and understand the value of being men and women of competence, conscience and compassion. The term "Pastoral Care" could well be defined as the means by which this environment is experienced. The school's Code of Conduct grows from this overview of Pastoral Care. It recognises that guidelines for fostering this environment need to be developed. Additionally procedures for dealing with breaches of the guidelines need to be in place.

It is also important that the positive is recognised and rewarded. This can simply be done verbally, via a compliment or recognition of positive behaviour or more formally at assemblies and through presentation of formal awards.

Underlying Principles

The Pastoral Care Policy of John Paul College aims to help students work towards self-development from the basis of understanding, experiences and knowledge of their capacities, values and motivations.

The College follows the Restorative Justice philosophy, which underpins all our policies and procedures. Restorative practices embrace an approach that encompasses clear expectations, limits and consequences, responsibility and accountability for one's actions and a high degree of support and nurturing. We view quality relationships as pivotal to good teaching and learning, and that the relationship between the teacher, student and parent is paramount to positive change.

The underlying principles, on which the Pastoral Care Policy has its foundation, are based on the following understandings.

1. *That all members of the College Community will be valued as individuals.*
 - 1.1 That there are clear and identified support structures for students and staff in managing Wellbeing and Discipline matters.
 - 1.2 That all members of the College community are clear about expected behaviours and consequences for inappropriate behaviours.
 - 1.3 That all members of the College community should treat each other with dignity, compassion

- and respect for differences.
- 1.4 That all members of the College community have a right and responsibility to contribute to the decision making process in appropriate areas.

2. All members of the College Community have the right to be treated justly.

- 2.1 That all students have the right to learn and be taught.
- 2.2 That all members of the College community have a right to a safe, clean and attractive environment.
- 2.3 That all students have the right to a curriculum that is challenging, meaningful and appropriate.
- 2.4 That all members of the College community have the right to have property respected.
- 2.5 That all members of the College community have the right to be informed of College policies and procedures.
- 2.6 That all students have the right to clear work expectations stated and to be informed regularly about their progress.

Code of Conduct

John Paul College seeks to provide a code of conduct and sanctions which are based on self-discipline and on the full development of the human person. We at John Paul College seek to encourage the development of self-discipline in all members across all aspects of life at the College.

Guidelines for action

In enacting this policy the following should be taken into consideration:

- Any discipline action should involve consideration of the welfare of all parties involved.
- Safety of all members of the College community is a paramount consideration.
- Consequences should be as immediate as possible, relevant to the breach of College rules and restorative in nature (where applicable).
- Consequences should be not merely punitive but where appropriate, educative as well.
- Information regarding Wellbeing and Discipline matters will be distributed on a needs to know basis. Confidentiality should be respected by all concerned.
- When staff members feel the need for managing a Wellbeing and Discipline matter, they should confer with appropriate personnel (e.g. Pastoral Care Teacher, House Coordinator, Student Wellbeing Coordinator, Deputy Principal Wellbeing)
- Parents will be involved in serious matters of wellbeing and discipline concerning their child.
- Where support needed is beyond the resources of the College, students and their families will be referred to outside agencies.
- Staff will recognise positive student contributions to the College community, and where appropriate find public forums to acknowledge these.
- Accurate and confidential records of all individual Wellbeing and Discipline matters will be maintained by relevant personnel for the duration of their time at John Paul College, and where appropriate staff will be asked to contribute to these records.

Disciplinary Procedures

“John Paul College respects the dignity of every person.....is inclusive, compassionate, just and forgiving” (Mission Statement). Staff are adult members of a learning community. When dealing with students whose behaviour requires disciplinary attention, we must always keep in mind that as staff, we are modelling appropriate behaviour. Appropriate behaviour in this context is *always* rational, self-controlled and respectful. In no circumstances should staff use disciplinary measures that involve physical force or intimidation, nor should they use language which is offensive or demeaning. Protection of all members of the community from harassment of any form is vital.

Sanctions and Processes

The sanctions and processes to be followed in the event of breaches of rules need to:

- Encompass a range of alternatives that are related to the misdemeanour
- Convey a sense of forgiveness
- Be constructive and purposeful
- Be rationally imposed with dignity
- Contribute to the concept of justice within the school

John Paul College works in partnership with the parents who are the primary educators of their children. This partnership is formed with the enrolment of the student. Serious or repeated difficulties must involve communication with the family and will necessarily require the support of the family.

It is also noted that teachers and students are in a learning partnership which places responsibility upon all individuals towards the learning community. This approach to pastoral care and discipline

is consistent with the *Pastoral Care Policy* (Catholic Education Melbourne, 2013) which forms the basis for the approaches used at this school.

Disciplinary Responses

Disciplinary responses should be graduated and in proportion to the seriousness of the matter. Matters can be viewed as serious in their own right.

A matter may also become serious due to the repeated nature of its occurrence (see *“Student Wrongful Behaviour of a serious nature” at the end of this document*).

John Paul College uses a graduated series of responses.

The starting point and the sequencing would be determined by the seriousness of the matter.

- Minor misdemeanours to be implemented by subject teacher i.e. signal, rebuke, note in planner etc.
- Mid-level misdemeanours to be implemented by Teacher – lunch or after school ‘change’ sessions (refer appendix 1)
- Removal from class. (refer appendix 2 – consequence maybe a Friday ‘Change’ session)
- If the misbehaviour continues after the Friday ‘Change’ session, the House Coordinator may opt for a parent meeting and place the student on a behaviour card.
- Suspension – internal by House Coordinator/Deputy Principal Wellbeing approval (refer appendix 3)
- Contractual arrangements by House Coordinator/Deputy Principal Wellbeing – Principal approval
- Suspension – external implemented by Deputy Principal Wellbeing/Principal’s approval (refer appendix 3)
- Negotiated Transfer implemented by Principal-Deputy Principal Wellbeing. (refer appendix 4)

Other Consequences used in conjunction with responses listed above

- Restitution – damage to property, whether deliberate or careless, will involve restitution or payment of the cost of repair by the student responsible
- Apologies – personal hurt will almost always necessitate an appropriate form of apology to the party(ies) hurt, possibly mediated
- Mediation - resolution of inter-personal conflict may involve a requirement for the parties to attend school-based mediation. Some mediations will be conducted by qualified student Peer Mediators. Others may involve welfare staff. Mediation can be as an alternative to disciplinary procedures or as an adjunct
- Counselling - A student might be recommended to a confidential counselling process. In some cases this arrangement may be formalised as a contractual condition. Counselling may with school-based personnel. In cases requiring more specialist skills or more intensive work, the counselling may be with outside agencies
- Legal consequences - Some occurrences are not simply breaches of school-based rules. Many are in fact also breaches of civil and/or criminal law. Actions that occur at school are not immune from civil litigation (eg assault, defamation, etc) or criminal prosecution (eg assault, theft, use of illicit drugs, etc.).

Attendance/Punctuality

Lateness to class or Pastoral Group

The teacher of the class/group is responsible for initial follow up of lateness.

Teachers should keep records of lateness on their class attendance register.

- An acknowledgement of student’s tardiness in coming to school is NOT to be accepted as a legitimate excuse
- If the reason is inadequate ‘slept in’ or ‘no reason’ etc. then a consequence needs to be applied

x2 Two ‘Lates to / Absence from PC or School’ Yard Duty consequence

x4 Two further ‘Lates to School’ 45 min ‘Change’ with the PCT and parental phone call

x6 Friday ‘Change’ session issued by the House Coordinator (PCT to advise and submit documentation)

Should the student make a habit of being late to school consistently, HCs may request student to make up the time missed (HC to advise parent)

Skipped Classes

The House Coordinator should issue an after-school consequence (Pastoral teacher to be notified)

Absence from Pastoral Care (Period 0) is the responsibility of the Pastoral Care Teacher

Absence from College grounds without Permission

Where a student leaves the grounds without proper permission the House Coordinator will need to discuss/meet with parents to emphasise the seriousness of such behaviour and also to determine a consequence which may be a Friday 'Change' session. Note that leaving the grounds includes going to cars parked in McMahons

Police ratified by College Board: 5 November 2015

Next review date: 2020

Person responsible: Wellbeing Committee