

St Madeleine's Wellbeing & Pastoral Care Policy



Updated July, 2017

St Madeleine's School Pastoral Care Policy is aligned with the CEDP Catholic School Community Policy and has as its basis the belief that each member of our school community is a unique person created in the image of God and must be valued as such.

RATIONALE:-

We believe that pastoral care embraces the total climate of care that exists in the school. Our belief in the Catholic ethos will be reflected in the ways all members of the school community, including staff, students, parents and clergy relate to one another and in the strong relationships which are formed, based on mutual respect. Thus all members of our community will be encouraged to grow and be affirmed in their dignity and worth as persons, to appreciate themselves and to develop skills in building personal relationships. Pastoral care incorporates and proclaims the dimensions of justice whereby the rights of all members of the school community are respected. Emphasis being given to the rights of those members who, through lack of maturity or status are less able to protect their rights.

AIMS:-

- To create a safe, caring environment for all members of our school community
- To promote a pastoral attitude for staff, students and parents
- To reaffirm our commitment as Christians to respond to Jesus' command to 'love another' (John 13:34) when interacting with all in our community.

BELIEF STATEMENT

At St Madeleine's we believe that all members of the community are entitled to respect and happiness. We believe that a safe and nurturing environment is characterised by:

A Climate

- * which is non-threatening, safe and happy.
- * where there is trust, cooperation and openness.
- * where friendships are nurtured and grow.
- * where all members care for themselves, each other and the environment.

Children

- * who are happy, know the school's expectations for behaviour and take responsibility for their actions

Staff

- * who are consistent in approach and professional in their Interactions
- * who are happy and motivated

Parents

- * who are aware and supportive of the school's Behaviour Management Policy
- * who encourage open communication between home and school

Positive Relationships

- * based on mutual respect .
- * which acknowledge effort and achievement.
- * which promote self-esteem and self-discipline.

Communication

- * which is open, regular and supportive of all members of the community.

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Pastoral Care at St Madeleine's incorporates the following programs for our students:

- St Madeleine's Social & Emotional Wellbeing Program
- Student Management Policy and Procedures
- St Madeleine's Anti-Bullying Policy and Procedures

IMPLEMENTATION

Pastoral care for those of our school community will be reflected in the specific support and assistance provided at our school through;

Students

- All children having a right to be protected and with staff attempting to provide a safe, secure learning environment.
- Providing appropriate assistance for children who require specialised help, either through Learning Support, the school counsellor or the leadership team.
- Assisting children who experience trauma, enabling them to gain access to support services and counselling.
- Acknowledging student achievements in all areas through a variety of means.
- Acknowledging student initiative and cooperation.
- Providing opportunities to foster leadership skills in students.
- Acknowledging special events in the lives of the students.

Staff

- Staff members interacting with each other in an atmosphere of mutual respect and trust and will providing assistance and support to each other.
- The Principal, Assistant Principal and Team Leaders will assisting and supporting staff members as needs arise.
- Grade teachers being encouraged to work as a team when programming and planning and provide each other with mutual support.
- New members of staff being provided with a comprehensive induction process when they are first appointed.
- Staff members exercising their duty of care.
- Acknowledgment of special events in the lives of staff members through celebration.
- The Social committee supporting the social needs of the staff.
- Providing opportunities to develop staff spirituality through Staff Prayer and Reflective Staff Development Days.

Parents

- Staff members being available to discuss concerns with parents at an appropriate time which is convenient to both parents and staff members.
- The Principal and Assistant Principal being available to all parents if they require assistance, guidance or support.
- Parents being informed and encouraged to become involved in the numerous school activities and programs at St Madeleines. This includes Grandparents being involved in several school celebrations eg. liturgies.
- Providing opportunities for parent education.

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Parish and Wider Community

- The Parish Priest (Fr Vince) and pastoral coordinator being an integral part of our school community and who are welcomed at all times by staff and students.
- Staff members and other members of our school community being actively encouraged to be involved in parish activities and organising committees.
- Promoting the involvement of the wider community in order to develop an awareness of the world.

EVALUATION:-

The Pastoral Care Policy will be evaluated by the Principal and staff annually and, if required, changes will be made.

RESPONSIBILITY:-

The Religious Education Co-ordinator will be responsible for the implementation of the Pastoral Care Policy, in conjunction with the Principal.

St Madeleine's Wellbeing Framework Agreed Practices

Guidelines

At St Madeleine's we try to do as Jesus would do by following the rules of respecting ourselves, others, learning and the environment.

School Rules:

Student management at St Madeleine's aims to:

- foster respect, a sense of belonging, positive self-esteem and a love of school
- promote a safe school environment where each member is welcomed and every effort is made to meet their needs.
- promote a spirit of respect for all.
- develop skills in self-discipline, and if necessary by using an individual Behaviour Management Plan developed with the child, parents and relevant personnel as required by school.
- familiarise all students, parents and teachers with the responses that are appropriate for the behaviour and to regularly use the procedures as outlined in this policy.

We follow these rules by remembering the following actions.

Respectful

- We speak politely and use good manners
- We wear our uniform with pride
- We take care of the school environment
- We respect the rights of others

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Safe

- We keep our hands and feet to ourselves
- We use our words politely to express our feelings
- We travel to and from school in a sensible manner
- We wear a hat when we are outside

Responsible

- We act honestly
- We take care of ourselves and our belongings

Learners

- We do our personal best
- We work cooperatively with others
- We listen attentively
- We are active participants

If students need to be redirected because of an indiscretion we *acknowledge that all procedures followed in the management of students at school **are to be based upon the principles of procedural fairness.***

If consequences are considered necessary for those who violate person or property, they should be reformatory, directed towards altering attitudes and subsequent behaviour and should recognise the uniqueness, potential and dignity of each student, remembering Gospel values of forgiveness and hope.

Corporal punishment is not to be used at any time or in any circumstance.

Acceptable methods of correction include:

- Reproof given privately, firmly and sincerely and not referred to again.
- Private conference with the child to bring about serious reflection resulting in self-discipline on the part of the child.
- Conference with the parents.
- Brief periods of isolation from the group but always within view of the teacher. (Do not stand children outside classrooms.)
- Deprivation of privileges and responsibilities.

Teachers on playground duty should deal with minor misdemeanours. If something serious occurs, then contact Assistant Principal / Principal. **Bullying behaviour is not tolerated and must be reported immediately to the Principal.**

Teachers should deal with issues arising in their class and with their students where possible. If a problem persists they need to discuss their concern with their Stage Coordinator, then the Assistant Principal and finally with the Principal.

(Please refer to Student Management Policy)

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St Madeleine's Virtues: *Timeframe:* Beginning of Term 1 2017.

Each class will commence the year learning about the values of St Madeleine Sophie in the RE program.

Virtues and goals promoted by the Society of the Sacred heart Australia & New Zealand Province

1. The virtue of faith
2. The virtue of deep respect of intellect
3. The virtue of action
4. The virtue of inclusion and welcome to community
5. The virtue of valuing personal growth

QUOTES OF ST MADELEINE

"Be humble, simple, bring joy to others."

"Let us leave acts, not words. Nobody will have time to read us."

"We await form the mercy of Jesus."

"The Spirit is always speaking to us deep in our hearts, if only we listen."

"Show by charity how to meet a crisis."

"Prayer should be our support; the relief of our hope."

"Your example, even more than your words, will be an eloquent lesson to the world."

"Let us hand over all our cares to Jesus, praying that he will act for us. Then everything will take care of itself."

Catholic Values: are consistently fostered across all Key Learning Areas.

1. Positive View of Life: CV1-PVL

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. Human life should be protected from;

- Abortion
- Euthanasia
- Cloning
- Embryonic stem cell research
- Death Penalty
- War

Every person, from the moment of conception to natural death, has inherent dignity and a right to life consistent with that dignity. Human life at every stage of development and decline is precious and therefore worthy of protection and respect.

Sacred Scripture

'So God created humankind in his image' (Gen 1:27)

2. Community and Common Good: CV2-CCG

Catholic tradition proclaims that every person is not only sacred but also a social being. Society plays an integral role in upholding the dignity of human persons. A society, which is run by allowing participation by all, is one which values the inherent dignity of human persons in that society. The Catholic Church teaches clearly that all people have a right to participate in society and all people have a right to things which allow them 'human decency', which can be named as the 'common good'.

The centre piece of society is the family. Family stability must always be protected and never undermined. Individuals grow and are nurtured in a loving family and the love present in families should resemble the unconditional love between persons in the Trinity. Loving families produce balanced individuals which make a positive impact on society.

Sacred Scripture

'You should love your neighbour as yourself' (Mk 12:31)

3. Freedom from Oppression: CV3-FFO

Since every human person is created in the image of God, they have the natural right to be free and responsible. However, when individuals make choices that violate morality, then those actions are detrimental to others in society. Catholic teaching proclaims that the most vulnerable in society should have their needs put first. There should be a preferential option for the poor and needy in society, so that they can live a life, which upholds their dignity, as human persons.

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Everyone in society should share in goods and have access to common services. The Catholic Church teaches that no one in society should be oppressed and there shouldn't be a divide between rich and poor. There should be solidarity with everyone, especially the poor and socially excluded in society.

Jesus Christ teaches us through Catholic social teaching that humanity is one big human family, which every member has to be looked after. The principle of solidarity leads to choices that protect and promote the human decency of everyone in society ('the common good').

Sacred Scripture

"For I was hungry, and you gave Me something to eat; I was thirsty, and you gave Me something to drink; I was a stranger, and you invited Me in" (Mt 25: 35)

4. Search for Truth and Wisdom: CV4-STW

All human persons have a natural inclination to seek knowledge and to discover truth, which is ultimately, directed to God. God is truth and the source of all wisdom and only in God can humanity find true happiness.

Every person should be encouraged to use their human intellect in many diverse fields such as; arts, music, science, aesthetics, ethics, spirituality and emotions because the truth inherent in these fields point to God.

Due to human beings' imperfect nature, guidance is needed to live a life, which finds in itself true happiness. God's truth is preserved through the teaching of the Magisterium of the Catholic Church. God has given this wonderful gift so that everyone can have access to the 'truth', which points to God himself.

Sacred Scripture

"I am the way, and the truth, and the life" (Jn 14:6)

5. Sacramentality or God's Presence in the Whole World: CV5-SGP

The order and beauty of the universe points to a perfect God, who is creator. Many facets of creation and life such as;

- The human body (physical and spiritual)
- The miracle of life
- The natural environment
- Family, human friendships and love

Point to a divine and loving God who created everything out of nothing. These wonderful things point to God but it is in the Sacraments that Christ is truly present and people can most profoundly connect with God. God entrusted to humans the responsibility to be good stewards of creation, which means to look after everything in it. Humans have a responsibility to not only care for the physical environment, but also to carefully use the talents and goods that God has given to everyone.

Sacred Scripture

God said to them, "Be fruitful and multiply, and fill the earth, and subdue it" (Gen 1:28)

6. Reconciliation: CV6-REC

Reconciliation is very important for every person, as it draws together what is apart, fractured and unhealed. The sacrament of Reconciliation is a great gift, which God has made available to each person, which allows healing and forgiveness.

- It celebrates the endlessly forgiving mercy of God
- It brings about the reconciliation with God
- It celebrates the change of heart of all those who turn back to God after sin
- It provides the grace and help to not fracture the relationship with God again

There are many areas of life that people need reconciliation with others;

- With God
- Within families
- Within neighbourhoods
- Among nations
- Between racial and religious groups

Reconciliation brings true happiness within fractured relationships as well as to the person who gives and receives forgiveness.

Sacred Scripture

For if you forgive others their trespasses, your heavenly Father will also forgive you (Mt 6:14)

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7. Hope and Resurrection: CV7-HR

There are many events in the world today that can generate a sense of despair and hopelessness among people. The Christian message of hope is not oblivious to the forces of evil but all hope is built upon Jesus Christ's triumph over evil and death, which points to an eternity of happiness in Heaven.

All people need hope in their life as a means to overcoming the many hurdles faced in life and ultimately God provides this hope in many ways.

Sacred Scripture

"I am the resurrection and the life; he who believes in Me will live even if he dies" (Jn 11:25)

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Procedures in place to support our Pastoral Care program include

5 things I know about you: *Timeframe:* By Easter, teachers will be able to share at least 5 things that they know about each of the students in their class.

Class/Team Building: *Timeframe:* At the beginning of each term, a refresher each Monday, and every time a new student starts in your class.

To enhance the sense of community, inclusion and belonging, classroom teachers will lead class and team building activities. By using cooperative games, students have fun becoming critical thinkers, learn to work with one another, and apply these skills to accomplish team goals. Cooperative games do not have a sole winner, as the objective is for all teams to succeed. These are available widely online. Teachers will be encouraged to share successful team-building tasks at Staff Meetings.

Meditation: *Timeframe:* After recess and lunch.

To create optimum learning conditions and encourage mindfulness, teachers will lead brief meditation sessions after recess and lunch. These may guide students to focus on breathing, listening or gentle movement. GoNoodle and Cosmic Yoga are online resources that may assist.

Appreciation Statements: *Timeframe:* At the end of each day teachers will encourage students to share positive experiences from the day in form of gratitude or appreciation statements.

Growth Mindset: The feedback that teachers give students can either encourage a child to choose a challenge or look for an easy way out. Praise for hard work and effort cultivate a growth mindset whereas telling children they are smart encourages fixed mindset. When classes promote growth mindset, students take on challenges and learn from them, therefore increasing their abilities and achievement.

Physical, Social and Emotional Wellbeing Program: Wellbeing Week: No homework Week 6 every term.

The Social-Emotional competencies as stated in the Australian Curriculum are: Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decision Making. The St Madeleine's Wellbeing Program has been developed to promote these social-emotional competencies. It amalgamates activities from Bounce Back (Helen McGrath and Toni Noble), Mind Up (The Hawn Foundation) and utilises literature as stimulus. In 2017, each stage covers the following units:

Term 1:	Unit 1 Acceptance (Self Awareness)
	Unit 2 Relating (Social Awareness)
Term 2:	Unit 3 Emotions (Self Management)
	Unit 4 Appreciating (Self Management)
Term 3:	Unit 5 Resilience (Self Management)
	Unit 6 Trying Out (Responsible Decision Making)
Term 4	Unit 7 Direction (Responsible Decision Making)
	Unit 8 Giving (Relationship Skills)

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Staff Wellbeing Retreat: Thursday evening 23rd - Friday 24th February 2017, at Benedict XVI centre.

H-Team Show: 9th June 2017, which inspires students to take responsibility for their own behaviour and wellbeing, learning about the power of the bystander.



Year 5 Leadership Camp: In term one, Year 5 students build community, and participate in a variety of cooperative activities at Great Aussie Bush Camp, Tea Gardens.

Year 6 Reflection Day: In term four, Year 6 students build community and reflect on their spiritual, academic and social development during their years at primary school.