



PASTORAL CARE POLICY

RATIONALE

Our Pastoral Care Policy is an overview of the philosophy and principles upon which the care of the students at Catholic Regional College is based.

The dimension and features of Pastoral Care are listed and attention is directed to the discipline policies and appropriate pastoral responses ranging from minor to serious offences.

This policy provides an overview for all the policies related to student care.

The mission of Catholic Regional College, Melton is to develop the full potential of the individual in a community of Faith, Care and Support. In doing so, the College over the years has developed a number of policies and practices characteristic of the developing needs of the student body. Policy formulation and practices has responded to the increasing student numbers and the diverse nature of the student population.

The care of every individual in the College community has been paramount in the practices of the daily life of the College. We at Catholic Regional College, Melton believe that Pastoral Care incorporates policy in welfare and discipline and curriculum. The College has endeavoured to meet the individual welfare and academic needs of each student through the policies listed below.

- i) Discipline and Welfare Policy (incorporating Demerits)
- ii) Wellbeing Policy
- iii) Submission Policy
- iv) Curriculum Documentation
- v) Drug Education and Support Policy
- vi) Anti-Bullying and Harassment Policy
- vii) Mandatory Reporting Policy
- viii) Grievance and Complaints Policy
- ix) Attendance Policy

The following Discipline and Welfare and Curriculum Practices enable the student to grow and be challenged emotionally and academically.

- i) Student Support Group - incorporating EAL, Special Needs, Integration and Extension.
- ii) Withdrawal of LOTE students at Year 7 and 8
- iii) Grief Counselling
- iv) Anger Management Workshops
- v) Respect Yourself and Others
- vi) Cross Age Tutoring
- vii) Individual Counselling
- viii) Support of Homeroom Teachers
- ix) Support Year Level Co-ordinator/Assistant
- x) Support of Welfare Co-ordinator
- xi) Referral to outside agencies
- xii) Peer Support Program
- xiii) Extra-curricular Activities

Processes for working with students exhibiting Academic, Behavioural, Emotional and Social Difficulties

Identification of students

- Documentation by staff on student profile
- Misdemeanours resulting in demerit points, as identified by the Welfare and Discipline Policy and recorded on their SIMON profile
- Notes in student diary both positive and negative
- Poor behaviour in class, as identified through classroom management plans
- Communication within the school community
- Self referral
- Transition information
- Through the Special Needs Program
- Consultation with the previous Year Level Co-ordinator with appropriate documentation

Modifying Student Behaviour

Minor (Options Available):

- Modelling assertive principles by staff
- Interview by Homeroom Teachers
- Notes in student diary both positive and negative
- Telephone calls/emails as documented on the student profile-student notes
- Documentation by staff on the student profile-student notes
- Misdemeanours resulting in demerit points
- Behavioural concerns as outlined by the Classroom Management Plan and the Welfare and Discipline Policy
- Discussion with the Special Needs Co-ordinator

Concerning:

This is the process which must be followed:

- 1) Telephone calls to parents, following consultation with Homeroom Teachers – documented on student profile - by Homeroom Teachers.
- 2) Completion of Student Counselling Referral Form, by Homeroom Teachers in conjunction with subject teachers.
- 3) Interview between student, subject teacher and Year Level Co-ordinator.
- 4) Strategies developed between student, subject teacher and Year Level Co-ordinator to attempt to modify concerning behaviour.

Documented and placed in student file.

Repeat Offenders:

- Interview with student, Homeroom teachers, parent/guardian and Year Level Co-ordinator or Assistant Year Level Co-ordinator
- Further strategies developed between the student, subject teacher and Year Level Co-ordinator or Assistant Year Level Co-ordinator

Possible outcomes:

- Contract stipulating appropriate behaviour and consequences - time frame set
- Introduction of Individual Behaviour/Work Ethic Sheets and Consequences
- Possible alteration to Individual Classroom Management Plans
- Communication to appropriate staff, so that outcomes are achieved
- Referral to Special Needs Co-ordinator
- Referral to Year Level Case Management Team
- Formal notification to the Deputy Principal/Psychologist/Student Welfare Co-ordinator

Documented, signed and agreed to by all parties and placed in student file.

Students at Risk:

- Development of a Student Discipline and Welfare Group (SDWG) which may include:
 - Student;
 - Parent/Guardian;
 - Homeroom Teacher(s);
 - Year Level Co-ordinator;
 - Deputy Principal;
 - If requested a parent/guardian support person nominated by the parent/guardian;
 - Specialist personnel, who may assist, for example, the student's counsellor/psychologist

It is the responsibility of the relevant Year Level Case Management Team to address the following objectives:

- Convene the meeting of the (SDWG) as soon as possible when a student has been identified as a Student at Risk;
- Consider all issues relevant to the behaviour of the student and the implications for others in the community;
- Identify the educational and social needs of the student;
- Identify strategies which will enable the student to re-establish his/her place in the life of the school, parish and local community;
- Determine the appropriate steps required to meet these objectives;
- Consider the support and resources which may be available, from both within the school and outside, to assist in implementing the action;
- Ensure that accurate records of decisions are kept and that decisions are implemented; and
- Maintain confidentiality at all times

Establish a Student Case Manager in consultation with the Discipline and Welfare Group.

Serious Offences:

A serious offence is an activity or a behaviour of a student which:

1. Seriously undermines the ethos of Catholic Regional College Melton; or
2. Consistently and deliberately fails to comply with any lawful order of a Principal or teacher; or
3. Is offensive, or dangerous, to the physical or emotional health of any staff member or any student; or
4. Consistently and deliberately interferes with the educational opportunities of other students

Suspensions:

The suspension of a student from the school is a serious disciplinary measure that should only be used when other disciplinary measures have not produced a satisfactory outcome.

Conditional Re-enrolment:

- Report from Student Discipline and Welfare Group interview with: Student, Parent/Guardian, Year Level Coordinator, Deputy Principal-Students and Principal
- **Formulated and documented strategies with a series of consequences - Documented, signed and agreed to by all parties and placed in student file - new meeting date set.**

Continued Enrolment: (This occurs the following year)

- Interview with: Student, Parent/Guardian, Year Level Co-ordinator, Deputy Principal-Students and Principal
- Report from Student Discipline and Welfare Group
- Student Discipline and Welfare Conference Group meets in the first five weeks of the following year to chart and document student progress. This group can only be disbanded when the student's behaviour has been deemed acceptable for a period of six months.

Negotiated Transfers:

Negotiated transfer is an action, which involves a change of school by a student either between Catholic schools or to a school within another sector. In the case of students who are post compulsory school age, a wider range of options might be considered. For example, arrangements might be made for a transfer, either temporary or permanent, to the workforce, or to a higher education or training institute.

Expulsions:

Expulsion of students from Catholic Regional College Melton is a severe form of sanction, to be used only in most serious circumstances. If, after appropriate processes, a school authority deems a student to be transferred for his/her good, such a transfer should be negotiated according to the processes laid down by the Catholic Education Commission of Victoria.

Updated Deputy Principal - Students July 2016.

STUDENT COUNSELLING REFERRAL FORM

Note: *Teachers are requested to refer students to the counsellor via the YLC.*

Date: _____

Student Name: _____ Homeroom: _____

Homeroom Teachers: _____

Who requested referral? _____

Reason for referral:

What strategies have been tried so far?

Has the problem been discussed with parents/guardian?: YES/NO (Please circle)

If yes, last date of contact: _____

In what ways do you hope the student can be helped?:

Year Level Co-ordinator: _____

Year Level Co-ordinator's Comments:
