



Student Well Being & Pastoral Care Policy

Updated March 2022

To be Reviewed October 2022

1.0 Rationale

Sydney Catholic schools are commissioned by the Archbishop's Charter to "care for students through an inclusive curriculum, pastoral care and student wellbeing policies and practices that are consistent with the mission of the Catholic school."

In our schools, wellbeing is understood as a sustainable state characterised by positive relationships at school, positive attitudes, resilience, being able to maximise strengths and high levels of satisfaction with learning experiences (e.g. Noble and Wyatt, 2008).

Wellbeing is best promoted in a safe and supportive school. In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing.

(National Safe Schools Framework (NSSF, p.2)

At St Anthony of Padua, we believe that the pastoral care of students is displayed when each child is valued, respected and supported. We are committed to respecting and nurturing each child within a community where being Catholic is proclaimed, practiced and celebrated. Consistent with this belief, Pastoral Care will be implemented according to the following guidelines.

2.0 Guiding Principles

- 2.1 Pastoral programs represent a specific and planned means of helping students to value themselves and to experience well-being.
- 2.2 Parents play a key role in partnership and shared responsibility with the school through effective networks of care.
- 2.3 A safe, supportive environment that fosters the formation of student's self-discipline and responsibility is imperative.
- 2.4 A comprehensive and inclusive approach to teaching and learning for all students needs to be evident
- 2.5 Each student experiences life uniquely.
- 2.6 Wellbeing is nurtured in the context of the community
- 2.7 Students can learn, and school can teach knowledge and skills that support the achievement of well being
- 2.8 St Anthony of Padua seek to positively influence student wellbeing



2.9 Each student experiences life uniquely

3.0 Policy

3.1 [The Australian Student Wellbeing Framework](#) (2020) will be adopted as the platform for the wellbeing of students at St Anthony of Padua, to equip them to act for their own and others wellbeing.

3.2 The **Australian Student Wellbeing Framework** supports Australian schools to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life.

3.3 The vision of the Framework is that Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential.

3.4 The Framework focuses on 5 key Elements



Element	Principle
Leadership <i>Visible leadership to inspire positive school communities</i>	Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
Inclusion <i>Inclusive and connected school culture</i>	All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
Student voice	Students are active participants in their own learning and wellbeing, feel connected and use



<i>Authentic student participation</i>	their social and emotional skills to be respectful, resilient and safe.	
Partnerships <i>Effective family and community partnerships</i>	Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.	
Support <i>Wellbeing and support for positive behaviour</i>	School staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.	

3.5 Formation in Self-discipline and Responsibility

Pastoral care at St Anthony of Padua is vitally concerned with the fostering of students' self-discipline. It aims to develop people who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience (The Catholic School, n31). Pastoral care should also help students to recognise that their fundamental freedoms and rights are reciprocated by responsibilities.

Our discipline policies, school rules and sanctions are intended to promote the good order of the community, and as such are positive concepts. They should be aids to the fostering of self-discipline and responsibility, so that students progressively grow in their capacity to exercise moral judgment, democratic values and a concern for the common good.

Corporal punishment is expressly prohibited in all Catholic schools and the use of corporal punishment by non-school persons is never sanctioned at the school.

4.0 Procedures

4.1 Responsibility of the Principal

- o The Principal will ultimately be responsible for Pastoral Care and its implementation.



- o The Principal will engage internal/external specialist advice about well-being related matters as required
- o Respond promptly to any breach of this policy
- o Ensure the staff have a working knowledge of Government and system policies and procedures.
- o Anti-Bullying Policy and supporting resources
- o Student Management: Suspension, Transfer and Exclusion
- o Critical Incidents Management Policy
- o Management of Students with Challenging Behaviours: Guidelines
- o Child Protection: Responding to Complaints and Allegations Policy
- o Authentic Learning Statement
- o Enrolment Policy for Systemic Catholic Schools in the Archdiocese of Sydney



4.2 Responsibility of the Heads of School

- o The Heads of School are responsible for the reception of mailings, organising and updating details in regard to Pastoral Care/Wellbeing documents, ordering of resources, planning related workshops and communications to the community.
- o Monitoring the Behaviours of Concern notices and add to Compass
- o Co-ordinate the raffle tickets and organisation of prizes

4.3 Responsibility of the teachers

- o Each community member is responsible for the implementation of Student Wellbeing according to school and Archdiocesan documents.
- o Create and maintain a safe learning environment
- o Explicitly teach socially acceptable and responsible behaviour
- o Model and promote socially acceptable and responsible behavior
- o Record incidents in the behavior folder for students in the Foundation Years

4.4 Responsibility of the Grade Coordinators

- o Follow up on Compass triggers and notifications for focus grades/stages
- o Meet with students with required and complete student reflection sheets
- o Add chronicles to Compass when required
- o Contact parents as per STAP procedures

4.4 Responsibility of the Admin Coordinators

- o Collect Foundation playground sheets weekly and update tracking database
- o Communicate with Grade/Stage Coordinators in regards to behavior concerns to follow up
- o Update Compass Chronicles as require

4.4 Responsibility of the students

- o Follow the College rules
- o Respect all members of the St Anthony of Padua community
- o Take responsibility for your own actions

4.5 Responsibility of Families/Carers



- o Be familiar with the STAP Pastoral Care and Wellbeing Policy
- o Communicate any concerns or issues according to the STAP *Resolving Complaints* policy

AFFIRMATION GUIDELINES

The College endeavours to affirm all students for their achievements on a regular basis. As a result, there is a system of reward levels in place whereby the students' achievements are recognised at College Assemblies and at the Annual College Awards Ceremony. These awards attract points towards the College House system and at the end of the year a College House Cup is awarded to the winning Houses and students participate in a fun day.

*** There is no time limit for the receipt and accumulation of these rewards to achieve the STAP Medallion. Once a student receives a STAP Medallion, they return to the base level of the award system to work towards achieving another STAP Medallion.*

Award	Reasons	Process	Responsibility
Aspire, Achieve & Act Awards (Foundation only)	These are the awards given to Foundation Students based on their work, behavior and attitude in class.	Throughout the year class teachers nominate students to receive these awards. The students' names are published in the College newsletter and presented to Foundation Students at the weekly Assembly.	Home teachers
Affirmation	This is the base level of affirming student achievement in the College. These are awarded via Compass. Each	Once the merit is logged on Compass it adds to the House Points. After 10 Affirmations it triggers a Padua Award.	All staff



	Affirmation is 1 House Point		
Padua Award	10 Affirmations Each Padua Award is 30 House Points	The trigger for the award is sent to the Grade/Form Leader of Well –Being. Certificates are printed out and presented to students at Foundation assemblies or Formation Pastoral Meetings.	Grade/Form Leader of Well –Being is responsible for adding Padua Awards to a Compass Chronicle
Assisi Award	5 Padua Awards Each Assisi Award is 50 House Points	The trigger for the award is sent to the Heads of School. Certificates are printed out and presented to students at Foundation assemblies or Formation Pastoral Meetings.	Heads of School are responsible for adding Padua Awards to a Compass Chronicle
STAP Medallion	5 Assisi Awards Each STAP Medallion is worth 100 House Points	The trigger for the award is sent to the Heads of School. Certificates are printed out and a medallion is presented to students at Foundation assemblies or Formation Pastoral Meetings.	Heads of School are responsible for adding Padua Awards to a Compass Chronicle

Foundation Students

Each grade in collaboration can create their own internal reward system throughout the year. I.e class dojo, points, money etc



Raffle Tickets will be given to students who demonstrate one or more of the motivators of **Act, Aspire and Achieve** that we uphold here at St Anthony's. The students will be presented with a raffle ticket, these tickets will be placed in a barrel. At the Friday afternoon Foundation Assembly 3 raffle tickets will be drawn out and those children will receive a \$5 Voucher to spend at the College Canteen. The barrel is emptied at the end of each Term.

END OF YEAR COLLEGE AWARD GUIDELINES - To be implemented 2023

The College endeavours to affirm all students for their academic achievements and effort each year. These awards are presented to the students at the College Award Assembly at the end of Year for those in Formation and Senior Years.

Year Group Awards	Reasons	Process	Responsibility
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Academic Achievement 	These awards are given to students who performed top of each class based on end of semester marks.	Each semester class teacher completes an on-line form nominating 1 student. The forms are collated by Heads of School.	Formation and Foundation Staff Heads of Formation and Senior
Sports Awards <i>Formation and Senior</i>	These awards are presented to the students judges to be the best and fairest in College Representatives teams		Sports Coordinators
Aspire Awards (3 per grade) <i>Formation and Senior</i>	These awards are given to students who display outstanding effort across all areas of College life.	At the end of each year each Subject teacher nominates 3 students who they believe are worthy recipients. These forms are collated and a student from each Pastoral Class who receives the most nominations are presented with the award.	Formation and Foundation Staff Heads of Formation and Senior
Achieve Awards (3 per grade) <i>Formation and Senior</i>	These awards are given to students who display outstanding achievement across all areas of College life.	At the end of each year each Subject teacher nominates 3 students who they believe are worthy recipients. These forms are collated and a student from each Pastoral Class who receives the most nominations are presented with the award.	Formation and Foundation Staff Heads of Formation and Senior



4.6 Behaviour Processes at St Anthony of Padua

When there is a need to intervene with a student due to their behavior or attitude impacting on the learning or safety of themselves or others at the College a system of interventions will be implemented. The system of interventions is always placed within the idea of restoring broken relationships and finding ways to 'make things right'. There is also the belief held that once a matter has been dealt with, there is a moving forward and a true sense of forgiveness and restoration. It is a firm belief of the College that we communicate and work in partnership with parents and carers with any behavioural or attitude concerns.

In line with Restorative Practices students who require intervention will have the opportunity to reflect on their behaviours and how their actions impacted others. This opportunity will be facilitated by grade and stage coordinators during lunchtimes.

For Foundation students this will occur on a needs basis and at the discretion of the grade coordinators.

For Formation and Senior students Reflection occurs on a Wednesday and Friday lunchtime with a wellbeing coordinator.

If a student requires a dedicated time to reflect this must be logged on Compass and parents notified via a phone call.

4.7 Foundation Behaviour Management on the Playground

All members of the College community are made aware of the specific rules which apply to behaviour on the playground. These include:

- bullying
- physical abuse
- verbal abuse
- defiance/rudeness
- damage to property
- playing in out-of-bounds area (including toilets)

On the Foundation playground there will be a number of behaviour folders



The behaviour folder will contain a Behaviour Sheet. If a child has received a warning this needs to be recorded on the behaviour sheet and these students disciplined accordingly. At the end of each week the Admin Coordinator will collect the sheets to track and record the behaviour on a spreadsheet. Any recurring behaviours need to be referred to the Stage coordinator and added to compass as a chronicle and phone call need to be made to the parents. If a student's name has appeared on the behaviour sheet for repetitive behaviours a student will be given a 'Reflection Time' with the Stage/Year coordinator where they will be given an opportunity to reflect on their choices and take part in Restorative Practices. This action is logged as a Chronicle on Compass and parents are notified by Grade/Stage Coordinator.

In line with our commitment to promote positive behaviour, at the end of each 5 week period, all those students whose names have not appeared on the list for inappropriate behaviour more than once will be rewarded with an afternoon's reward activity of their choosing. If a child's name is recorded in the folder on two occasions in that 5 week period, that child will have a delayed departure to attend the reward afternoon. If a child's name appears in the folder on 3 occasions, they will be exempt from attending the reward afternoon.

Where a child's playground behaviour becomes a serious, continuing problem, parents will be invited to attend a meeting with the Year/Grade coordinator and Head of Foundation where any difficulties can be discussed.

If a serious physical altercation occurs on the playground, the students involved are to be removed from the playground immediately to the Leadership Office and the Head of Foundation notified.



Foundation Behaviour Management in the Classroom

Step	Person Responsible	Reason for Level of Intervention	Action
One	Grade Teachers	rudeness/defiance inappropriate use of technology inappropriate language inappropriate /disruptive behavior in class damage of school property	given a warning in class
Two	Grade Teachers	repeated infringements from Step 1 hands on behavior verbal abuse stealing	add a Compass Chronicle as 'Behaviours of Concern – low level') Time out in the classroom or another room
Three	Grade Teachers and Stage Coordinator	Repeated behaviours at Step 2-failure to modify behaviours that warrants a serious concern	Grade/Stage coordinator is notified add a Compass Chronicle as 'behaviours of Concern) by the Stage coordinator Student has time out during a break and completes a reflection sheet with Stage coordinator Parents notified



Four	Stage Coordinators & Head of Foundation	Repeated behaviours at Step 3 Failure to modify behaviours that warrants a serious concern 3 behaviours of Concern Chronicles triggering a notification	parent meeting with Head of Foundation and class teacher
Five	Head of Foundation & Principal	Serious breach of College standards and expectations Repeated failure to modify behaviours and or attitude	Face to Face meeting with parents Loss of College privileges Individual Positive Behaviour Plan implemented
Six	Principal	Serious and repetitive breaches of College standards and expectations Repeated failure to follow IPBP	Face to Face meeting with parents Continued enrolment discussed with Principal Alternative pathways discussed with SCS Diverse Learning Team

Formation Behaviour Management on the Playground

All members of the College community are made aware of the specific rules which apply to behaviour on the playground. These include but are not limited to:

- bullying
- physical abuse
- verbal abuse



- substance abuse
- use of mobile phones at break times
- defiance/rudeness
- damage to property
- playing in out-of-bounds area (including toilets)

If a student breaches any of the above mentioned College rules this needs to be recorded on Compass as **behaviour of concern** – playground chronicle and these students disciplined accordingly.

Step	Reason for Intervention	Action
1	teacher on playground adds a behavior of concern – playground chronicle entry <i>If a Foundation teacher is on duty a behavior slip is completed and given to wellbeing coordinator to follow up</i>	This entry notifies wellbeing coordinator through Chronicle Digest
2	3 behaviours of concern –playground triggers a notification to well-being coordinator Well-being coordinator interviews students	-wellbeing coordinator creates a interview with student chronicle and determines if a lunch time Reflection is required
3	5 behaviour of concerns – playground triggers a notification to the Head of Formation Head of Formation interviews student	Reflection where students will participate in Restorative Practices



		Compass Chronicle is completed by Head of Formation Parents are notified
4	Serious breach of College standards and expectations Repeated failure to modify behaviours and or attitude	Face to Face meeting with parents Loss of College privileges Individual Positive Behaviour Plan implemented
5	Serious and repetitive breaches of College standards and expectations Repeated failure to follow IPBP	Continued enrolment discussed with Principal Alternative pathways discussed with SCS Diverse Learning Team

After 3 entries a notification will be triggered to inform the Well-being coordinator. The Well-being coordinator will interview the student in regards to these incidents and this interview needs to be recorded on Compass.

In line with our commitment to promote positive behaviour, at the end of each 10 week period all cycles begin again. Where a child's playground behaviour becomes a serious, continuing problem, parents will be invited to attend a



meeting with the Well-being coordinator and Head of Formation where any difficulties can be discussed.

For serious breaches of the College rules occur on the playground such as vaping, premeditated violence etc the students involved are to be removed from the playground immediately to the Leadership Office and the Head of Formation notified (Step 4).

Formation Student Management Guidelines in the Learning Space

Step	Person Responsible	Reason for Level of Intervention	Action
One	Subject Teachers	rudeness/defiance inappropriate use of technology/phone inappropriate language inappropriate /disruptive behavior in class uniform breaches incomplete homework	give verbal communication eye contact verbal warning move student
Two	Subject Teachers	repeated infringements from Step 1 within the lesson hands on behavior verbal abuse	Add a Compass Chronicle as 'Behaviours of Concern Classroom' listing actions taken by teacher
Three	Wellbeing Coordinator	3 Behaviours of Concern entered within a week period Triggers a notification to Wellbeing Coordinator	Trigger sent to Wellbeing Coordinator Wellbeing Coordinator interviews student and logs interview via compass



			Possible Reflection time given and parents notified
Four	Head of Formation	Repeated breaches of College standards and expectations	Meeting with parents and development of a IPB Plan
Five	Head of Formation & Principal	Serious breach of College standards and expectations Repeated failure to modify behaviours and or attitude Students who exhibit serious misconduct/significant one off event [gross disrespect, possession of prohibited item, fighting or present a risk of harm to others and themselves should be referred directly to this step	Face to Face meeting with parents Loss of College privileges Suspension Individual Positive Behaviour Plan implemented
Six	Principal	Serious and repetitive breaches of College standards and expectations Repeated failure to follow IPBP	Face to Face meeting with parents Continued enrolment discussed with Principal Alternative pathways discussed with SCS Diverse Learning Team



5.0 Basis of Discretion

The Principal and/or teachers may need to deviate from this policy when he/she believes the interest of a student or special/extraordinary circumstances require a different strategy.

6.0 Support Personnel

6.1 Sydney Catholic Schools Diverse Learning Team will provide counselling services, Critical

Incident strategies and professional development in regard to Pastoral Care issues.

6.2 The Class Parent Network will provide social opportunities to build community spirit and support families and individuals at risk or in need.

6.3 The co-ordinator responsible for Pastoral Care, along with the school staff and personnel will implement strategies appropriate to the needs and goals of the Pastoral Care programs.



YEARS K - 2 Behaviour Reflection

Completed reflection sheets are to be uploaded as an append entry on Compass

Student's name: _____ Class: _____

Teacher Supervisor _____ Date _____

Draw what happened. Write the people's names if you can and a sentence about it.



YEARS 3-4 Behaviour Reflection

Completed reflection sheets are to be uploaded as an append entry on Compass

Student's name:_____ Class:_____

Teacher Supervisor_____ Date_____

1. What happened?

2. What were you thinking and feeling at the time of the incident?



3. What are you thinking and feeling now?

4. Who did your behaviour affect?

5. How do you think they/he/she felt because of what you did?

6. How will you make things right?

Behaviour Reflection

Completed reflection sheets are to be uploaded as an append entry on Compass

Student's name: _____ Class: _____

Teacher Supervisor _____ Date _____

1. What happened?

2. What was your brain saying?



How were you feeling?

excited sad	jealous	nervous	disappointed
surprised worried	mad	tired	happy
confused	frustrated	uncomfortable	annoyed

3. Who was affected?

4. What would make it better?



