



# Holy Trinity Primary School & Early Learning Centre

Pastoral Care and Wellbeing Policy  
2022





## Inspiring connections

... with our God  
... with ourselves  
... with our learning  
... with our world



Therefore we commit ourselves to the following principles:

### Inspiring connections with our God by:

- ▲ enhancing and fostering a personal relationship with Jesus Christ through faith, hope and love.
- ▲ seeking to know the Catholic faith and its teaching.
- ▲ building an active faith community.

### Inspiring connections with ourselves by:

- ▲ upholding the equality, dignity and worth of each person.
- ▲ nurturing personal growth, self-esteem, resilience and wellbeing.
- ▲ valuing diversity through empathy, understanding and appreciation of others.
- ▲ building strong partnerships, inclusive of all in our community.

### Inspiring connections with our learning by:

- ▲ promoting a learning environment that is stimulating and engaging, fostering curiosity and creativity.
- ▲ providing a comprehensive and challenging range of quality and relevant learning experiences.
- ▲ encouraging an inquiring and questioning mind for sustained love of learning.
- ▲ reviewing, interpreting and reflecting on evidence to support learning.

### Inspiring connections with our world by:

- ▲ strengthening global perspectives and active stewardship.
- ▲ being involved with and supporting a range of communities.
- ▲ maintaining mutual respect in relationships, promoting peace and justice.



# Pastoral Care and Wellbeing Policy 2022

## Purpose

This Policy outlines the belief statements about Pastoral Care and Wellbeing for children, staff and families who attend Holy Trinity Primary School.

## Rationale

“Wellbeing is defined as a state of positive psychological functioning that allows people to thrive, flourish, realise their own potential and engage positively with other people, this making a contribution to the community” (CE Wellbeing and Diversity Framework, 2016, pg. 6).

Student, parents & staff wellbeing is enhanced when all members of the school community participate in the learning programs and life of the school. Holy Trinity helps students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community. For this to occur, Holy Trinity is a place where every student can learn and grow with confidence through faith, hope and love.

## Policy Goals

At Holy Trinity Primary School we are committed to:

- promote an atmosphere of mutual respect and support by establishing a network of Christian relationships among the students, staff, parents, clergy and the wider community;
- actively promote values and the importance of relationships, communication and intercultural understanding;
- ensure that Pastoral Care and Wellbeing is integral in all that we do;
- encourage and affirm each other;
- ensure that each member of the community accepts responsibility for the pastoral care and wellbeing of others;
- respect the rights and freedoms of each individual;
- respect confidentiality;
- ensure that students, staff and parents are supported by the processes in place to support all students;
- develop positive personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and of the group” (Making the PYP Happen: A Curriculum Framework for International Primary Education); and
- promote the Positive School Wide Behaviours of students through the explicit teaching of Learner Profiles and Attitudes from the IB PYP Framework and Values from the CE Education documents.

Holy Trinity will demonstrate this commitment through:

- Providing and implementing a range of opportunities to support pastoral care within the community (See Appendix 1)
- Implementation and employment of whole school strategies for Behaviour Management (See Appendix 2))
- Embedding restorative practices when helping students, parents and teachers to resolve issues with relational conflict (Appendix 4)
- Collaboratively developing action plans to support positive educational and behavioural outcomes (Appendix 4)
- Developing essential agreements, collaboratively establishing a whole school and classroom agreements outlining responsibilities that align with the IB Learner Profile (See Appendix 5)

## Pastoral Care and Wellbeing Policy 2022

### Policy Dates

Formulated: July 2016

Implemented: September 2016

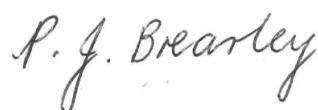
Reviewed: December 2022

Next Review Date: January 2024

### Policy Authorisation

Principal: Philippa Brearley

Signature:

A handwritten signature in cursive script that reads 'P. J. Brearley'.

# Pastoral Care and Wellbeing Policy 2022

## Pastoral Care – Appendix 1

As a community	As a learning community	Through communication
<ul style="list-style-type: none"> <li>• ELC and Kinder Orientation</li> <li>• School and Class Masses</li> <li>• Liturgies</li> <li>• Prayer</li> <li>• Concerts</li> <li>• Information Nights</li> <li>• Fathers' Day</li> <li>• Mothers' Day</li> <li>• Grandparents' Day</li> <li>• Staff Prayer</li> <li>• Newsletters</li> <li>• Assemblies</li> <li>• Social gatherings</li> <li>• School Board</li> <li>• P&amp;F</li> <li>• Learning Journeys</li> <li>• Sacramental Programs</li> <li>• Before and after school care</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Pastoral Care and Welfare Policy</li> <li>• Learning Support</li> <li>• Student Enrichment</li> <li>• Parents helping in classes</li> <li>• Camps</li> <li>• Retreats</li> <li>• Excursions</li> <li>• Special Events</li> <li>• Carnivals</li> <li>• Open Days</li> <li>• Guest Speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assemblies</li> <li>• Morning Assembly</li> <li>• Liturgies</li> <li>• Speaking</li> <li>• Listening</li> <li>• Newsletters</li> <li>• Term Overviews</li> <li>• 3 Way Conferences</li> <li>• Reports</li> <li>• Website</li> <li>• E-mails to families</li> <li>• Term Calendar</li> </ul>
Through the Class Coordinator System	Through school structures and policy	Through student participation
<p>The Class Coordinator System is a form of family ministry and comes under the umbrella of the P&amp;F. It was established to:</p> <ul style="list-style-type: none"> <li>• build community;</li> <li>• welcome new families to the school;</li> <li>• build class networks by sharing class lists;</li> <li>• be a point of contact regarding special needs within the class;</li> <li>• assist families where a special need arises – eg. Food Bank</li> <li>• provide support and assistance to the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Vision Statements</li> <li>• International Baccalaureate Framework</li> <li>• Crisis Management</li> <li>• Supervision of Students</li> <li>• Pastoral Care and Wellbeing Policy</li> <li>• Sun Smart</li> <li>• Mandatory Reporting</li> <li>• Health</li> <li>• Tuckshop</li> <li>• OH&amp;S</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Meetings</li> <li>• Student Leadership</li> <li>• Essential Agreements</li> <li>• Peer Support/Buddy System               <ul style="list-style-type: none"> <li><input type="checkbox"/> Year 3/4 with ELC</li> <li><input type="checkbox"/> Year 5/6 with Kinder</li> </ul> </li> </ul>

We show Pastoral Care to others in our community	We are supported in our Pastoral care by
<ul style="list-style-type: none"> <li>• Community Agencies</li> <li>• Catholic Mission</li> <li>• Caritas International</li> <li>• St Vincent de Paul</li> <li>• Various community groups</li> <li>• L'Arche Community</li> </ul>	<ul style="list-style-type: none"> <li>• Parish Priest- Parish of the Transfiguration</li> <li>• CatholicCare who provide counselling and guidance services</li> <li>• Catholic Education Office</li> </ul>



## Pastoral Care and Wellbeing Policy 2022

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## AGREED PROCEDURES FOR BEHAVIOUR SUPPORT

### Classroom

#### Staff Managed Issues

**Some examples-** speaking rudely to the teacher/students, refusal to undertake classroom tasks, disrupting classroom time or other people's learning, not following instructions/ directions, lying/ dishonesty, inappropriate words.

#### Steps to follow:

**Reminder**



**Warning**

Refer to essential agreement



**Classroom Time Out**

Refer student to essential agreement



**Nearby Classroom Time Out**

Teacher to document the incident(s) on the behaviour reflection form (google drive). Student to complete behaviour reflection form at the next break (teacher to type response for students who are unable to do this).

Year level coordinator to be notified. Parents to be contacted.



**Year Level Coordinator or Leadership Team Member**

To be informed straightaway if there is a serious behaviour incident or for ongoing behaviour.



**Serious Behaviour-** Verbal abuse towards others - including swearing, intimidating other students, physical contact with intent to hurt - hitting/punching/- kicking, throwing of objects with intent to hurt, threatening students or teachers, repeatedly bullying or targeted behaviour at another student.

**Continued heightened behaviour in the classroom-** Parents to be contacted for an interview, development of behaviour plan.

CE inclusion support to be contacted if required. CE Suspension policy to be applied if needed.

### Playground

#### Staff Managed Issues

**Some examples-** speaking rudely to the teacher/students, hands-on, out of bounds or in unsafe places, not following instructions/directions, lying/ dishonesty, inappropriate words.

#### Steps to follow:

**Restorative Justice Questions**

1. What happened?
2. Who do you think was affected/hurt?
3. What needs to happen to make things right?
4. If the same situation happens again, how could you behave differently?
5. What support do you need? Who can you go to for support?



**Apply Appropriate Action**

Time out, walk and talk, community service.

Please make sure you inform the student's classroom teacher and let them know what happened and how you dealt with it. Classroom teacher to inform Year Level Coordinator if there is a pattern of behaviour forming on the playground.



**Serious Behaviour Incident on the Playground- Steps to follow:**

1. Calm the situation and separate/move student(s) to a safe place away from other students
2. Inform one of the other teachers on duty and ask them to find a leadership team member (if possible the leadership team member supporting the grade level for behaviour incidents)
3. The leadership team member will take the class of the teacher who witnessed the event/or was closest to the incident
4. The teacher documents the incident in the google drive folder. If you did not see the incident, source trusted students who did witness the incident and write up the report. This can be done in an executive office or boardroom.
5. The leadership team member will take over and inform parents of the incident. The leadership team member will also check in with the teacher who reported the incident.



**Serious Behaviour-** Verbal abuse towards others - including swearing, intimidating other students, physical contact with intent to hurt - hitting/punching/- kicking, throwing of objects with intent to hurt, threatening students, teachers or instructors, repeatedly bullying or targeted behaviour at another student, serious out-of-bounds breach.

**Continued heightened behaviour on the playground-** Parents to be contacted for an interview, development of behaviour plan.

CE inclusion support to be contacted if required. CE Suspension policy to be applied if needed.



## Pastoral Care and Wellbeing Policy 2022





## Cool Kids Anxiety Program

The School has 3 teachers who are accredited and can lead the Cools kids program on a needs basis. Cushla Sheehan, Heidi Thompson-Lang and Brendon Pye have all completed the training in 2019 and are accredited till 2024.

The program aims to:

Reduce the symptoms and amount of life interference caused by anxiety.

Reduce avoidance.

Reduce family distress.

Increase confidence.

Improve peer relationships.

Increase engagement in extra-curricular activities.



# Pastoral Care and Wellbeing Policy 2020

## Whole School Strategies for Behaviour Management- Appendix 2

Teachers at Holy Trinity agree to follow the following strategies to support the Pastoral Care and Wellbeing of all students:

Primary Strategies (Tier 1)	Secondary Strategies (Tier 2)	Tertiary Strategies (Tier 3)
<ul style="list-style-type: none"> <li>Establish agreed Essential Agreements</li> <li>Recognise positive student behaviours through the class and whole school recognition</li> <li>Create engaging classrooms and curriculum- Keep the students actively involved in tasks</li> <li>Establish a calming space area / opportunity within the room</li> <li>Use Restorative Practices</li> </ul>	<ul style="list-style-type: none"> <li>Remind or restate classroom Essential Agreements</li> <li>Recognise positive student behaviours through the class and whole school recognition</li> <li>Time within a calming space</li> <li>Time Out Reflection (Appendices 3 &amp; 4)</li> <li>Data collection of behaviour</li> <li>Specified recognition of particular positive behaviour</li> <li>Involve Professional Support Teacher in monitoring behaviour</li> <li>Contact parent / care givers</li> </ul>	<ul style="list-style-type: none"> <li>Use Restorative Practices to re-establish and rebuild working relationships</li> <li>Recognise positive student behaviours through immediate recognition</li> <li>Involve parents / caregivers</li> <li>Develop work / behaviour contracts with student / parent / support teacher</li> <li>Apply a team approach to moving forward, including the school Exec</li> <li>Work closely with parents to monitor and support student contracts</li> <li>Use external agencies including CEO and CatholicCare services</li> </ul>

## Consideration for Suspension

Suspension of a student is a school matter but should not be used in the first instance of undesirable behaviour unless the Principal judges that such behaviour could cause grave moral and/or physical harm to other persons.

In the ACT, students may be suspended, provided the Principal is satisfied that such action is warranted, such as when a student:

- Demonstrates consistent and wilful non-compliance;
- Acts violently or threatens violence;
- Threatens good order and
- Disrupts own learning or that of other children.

(see Behaviour Support Policy on the link below)

<https://cg.catholic.edu.au/parents/policies/>



## Pastoral Care and Wellbeing Policy 2020

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## Restorative Practices- Appendix 4

### Restorative Practices

Holy Trinity follows the principles of Restorative Practices when helping students, parents and teachers to resolve issues of interpersonal conflict. The Restorative Practices approach asks what has happened, who was harmed by what happened and what steps need to be taken to repair the harm. All parties involved in the conflict have the opportunity to voice their story and play a role in negotiating a resolution.

### Implementation of Restorative Practices

The staff at Holy Trinity Primary School agree that pastoral care and wellbeing seeks to maintain personal and school community safety, repair relationships through reconciliation, encourage students to demonstrate respect and responsibility for all.

The teachers at Holy Trinity Primary School agree to follow these practices:

- Acknowledge shared responsibility for all students;
- Negotiate and establish clear rights and responsibilities through developing Essential Agreements;
- Recognise the needs of individuals;
- Maximise students' ownership of behaviour through Restorative Practices;
- Maintain impartiality;
- Follow up and follow through (consistency); and
- Utilise wide support (peers, staff, counselling support and parents);
- Support plans are developed (Appendix 5 and 6).

### Restorative Questions

1. What happened?
2. How did it happen?
3. How did you act in this incident?
4. Who do you think was affected / hurt?
5. How were they affected / hurt?
6. How were you affected / hurt?
7. What needs to happen to make things right?
8. If the same situation happens again, how could you behave differently?
9. What support do you need? Who can you go to for support?

Please Note:

Questions: 1,4,7,8 are most effective if you are limited for time.

Questions: 1 through to 8 if you need to process an incident thoroughly.

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(Teachers can scribe or students can type if capable)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What I did? :

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Why I did it? :

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Who was affected/Hurt? :

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What needs to happen to make things right? :

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If the same situation happens again, how could you behave differently?:

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Teacher Comment:

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Class Teacher Notified: Yes/No

Student signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Parent Signature (if required) \_\_\_\_\_



## Pastoral Care and Wellbeing Policy 2020

### ACTION PLAN- Sample

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Behaviour Management Team:

\_\_\_\_\_

1. Strengths to build on and encourage
  
  
  
  
  
  
  
  
  
  
2. Main unacceptable behaviours
  
  
  
  
  
  
  
  
  
  
3. Behaviours to be focussed on initially
  
  
  
  
  
  
  
  
  
  
4. Steps to take when unacceptable behaviour is demonstrated
  
  
  
  
  
  
  
  
  
  
5. If unacceptable behaviour continues

Good behaviour and cooperation will continually be reinforced and encouraged.  
Praise and positive reinforcement is our number one priority.

## Pastoral Care and Wellbeing Policy 2020

### Essential Agreements and Whole School Expectations- Appendix 5

The teachers and students at Holy Trinity agree to develop Essential Agreements that incorporate agreed classroom and school wide rights and responsibilities. These Essential Agreements seek to be positive, specific and explicitly communicated to all in the community.

Essential Agreements are designed through a consultative process between the teacher and students and are displayed prominently around the school or classroom.

Effective classroom management contributes to each child's success in learning. At Holy Trinity we value the development of a safe and secure environment, both emotionally and physically. We promote students developing skills to independently resolve issues in a just and restorative way.

Essential agreements are a set of positive guidelines for behaviour that are established by those who will live these in the context they are developed for, that is, classroom, playground or general school expectations. The agreements guide behaviours and should be:

- Relevant to the daily lives of students, teachers and parents
- Provide ownership and accountability
- Promote positive decision making
- Identify what is valued and reflect how we should act
- Provide consistency across the school

# Pastoral Care and Wellbeing Policy 2020

## HOLY TRINITY PRIMARY SCHOOL

### ESSENTIAL AGREEMENT FOR PLAYGROUND AND CLASSROOM BEHAVIOUR

A learning community encouraging engagement, transformation and positive relationships.

International Baccalaureate learners strive to be:

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Open-minded	Caring	Risk-takers	Balanced	Reflective

The implementation of this Essential Agreement is to encourage and support behaviours that display a shared understanding of our Essential Agreements and whole school expectations.

Essential agreements promote positive behaviours and reflect a philosophy that enables students to develop self-management skills.

## RESPONSIBILITIES

### Students

To:

- behave in a way that is consistent with our essential agreements and whole school expectations
- support the provision of a safe learning environment for other students, physically and emotionally

### Staff

To:

- ensure that practice and language is consistent with our essential agreements and whole school expectations
- ensure learning is positive, engaging and inclusive

### Parents/Caregivers

To:

- understand school expectations concerning behaviour
- understand the school policy on behaviour management
- support staff in the implementation of the policy

## Pastoral Care and Wellbeing Policy 2020

### Whole School Expectations – We statements aligned to the IB Learner Profile

Holy Trinity Primary School expects that all students seek to promote the rights and responsibilities of each member of the community by exemplifying the International Baccalaureate's Learner Profile,

Learner Profile	We...Statement	Identified behaviours ( <b>Student Voice</b> )
Balanced	We <b>understand the importance of spiritual, intellectual, physical and emotional balance to achieve personal well-being.</b>	<ul style="list-style-type: none"> <li>• Acting on the teachings of our faith</li> <li>• Being open to try a range of activities</li> <li>• Trying our best</li> <li>• Working with others to share our talents</li> <li>• Welcoming the ideas of others</li> <li>• Being hopeful</li> <li>• Being active</li> </ul>
Communicator	We <b>understand and express information confidently and creatively</b> in a variety of ways <b>individually and collaboratively.</b>	<ul style="list-style-type: none"> <li>• Using kinds words</li> <li>• Praising and affirming others</li> <li>• Smiling at people</li> <li>• Using words to communicate our feelings</li> <li>• Listening respectfully</li> <li>• Sharing ideas and stories in class</li> <li>• Use and read body language to communicate</li> <li>• Contributing to discussions</li> </ul>
Inquirer	We develop natural curiosity and acquire skills to conduct research and <b>show independence in learning</b>	<ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Applying knowledge to other situations</li> <li>• Discovering new ideas and facts and sharing them with others</li> <li>• Including others at school and at home in our learning</li> <li>• Inquiring into the faith life of our school</li> <li>• Acting on what we learn</li> </ul>
Principled	We <b>act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of ourselves and others.</b>	<ul style="list-style-type: none"> <li>• Being honest</li> <li>• Working cooperatively</li> <li>• Accept and learn from mistakes</li> <li>• Looking after each other's belongings</li> <li>• Taking turns on the playground</li> <li>• Standing up for what we believe</li> <li>• Using good manners with others through words and actions</li> </ul>
Caring	We <b>show empathy, compassion and respect towards the needs and feelings of others and commit to being of service to those around us.</b>	<ul style="list-style-type: none"> <li>• Treating others the way we want to be treated</li> <li>• Supporting and encouraging each other</li> <li>• Keeping our hands and feet to ourselves</li> <li>• Sharing the space we have</li> <li>• Including others</li> <li>• Moving around the classroom and school calmly and with care</li> </ul>

## Pastoral Care and Wellbeing Policy 2020

Open Minded	We <b>understand and appreciate our own cultures, personal history and points of view, and are open to growing from the experience of the perspectives, values and traditions of others.</b>	<ul style="list-style-type: none"> <li>• Being open to new ideas</li> <li>• Including others in our learning</li> <li>• Appreciating the efforts and abilities of others</li> <li>• Being forgiving</li> <li>• Understanding that everyone is different</li> <li>• Valuing and embracing the many cultures at Holy Trinity,</li> </ul>
Reflective	We <b>give thoughtful consideration to our own learning and experience in order to use and develop our strengths and limitations for personal development</b>	<ul style="list-style-type: none"> <li>• Thinking about what we know</li> <li>• Considering how our actions and words affect others</li> <li>• Asking "Could I do that different next time?"</li> <li>• Applying our learning to new situations</li> <li>• Listening to feedback from others</li> <li>• Learning how to learn</li> </ul>
Knowledgeable	We <b>explore</b> concepts, ideas and <b>issues that have local and global significance to acquire in-depth knowledge and understanding.</b>	<ul style="list-style-type: none"> <li>• Seeking and sharing answers and new ideas</li> <li>• Working together to solve a problem</li> <li>• Asking questions</li> <li>• Using ICT to help us learn and share our learning</li> <li>• Valuing what we learn</li> <li>• Striving to be expert learners</li> </ul>
Thinkers	We <b>exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems.</b>	<ul style="list-style-type: none"> <li>• Demonstrating creativity and positivity in our work</li> <li>• Seeing another way to complete a task</li> <li>• Thinking before we act</li> <li>• Expanding our ideas</li> <li>• Asking questions</li> <li>• Using prior knowledge when learning</li> <li>• Making the most of ICT to build on our learning</li> </ul>
Risk Takers	We <b>approach unfamiliar situations and uncertainty with courage and forethought and have the independence to explore new roles, ideas and strategies.</b>	<ul style="list-style-type: none"> <li>• Making new friends</li> <li>• Having a go at unfamiliar things</li> <li>• Taking responsibility to lead when working in a group</li> <li>• Using new strategies to solve a problem</li> <li>• Striving for high standards</li> <li>• Accepting others' ideas</li> <li>• Willing to make and learn from mistakes</li> </ul>

### Policy Dates

Reviewed: 2020

Next Review Date: 2022

### Policy Authorisation

Principal: Philippa Brearley

Signature:

*P. J. Brearley*



