Pastoral Care Policy

Philosophy:

“At Lumen Christi Catholic College, learning happens in an environment where positive relationships are inherent, based on a foundation of mutual trust, respect and courtesy - all are Christ”

LCCC Core Beliefs 2001

Purpose:

Lumen Christi Catholic College belongs to a system of schools that proudly declares a special consideration for each individual and the development of the whole person.

The Lumen Christi Catholic College Vision and Mission Statement, Core Beliefs and Exit Outcomes indicate the need for our College to provide a positive, safe, supportive and encouraging environment. These documents and this policy aim at providing a tangible link between contemporary society and the messages of the Gospel. It encourages the development of Christian values and in doing so, enhances the personal and moral development of our students.

Lumen Christi adopts an approach to discipline based on a climate of affirmation, challenge and trust. The promotion of self-discipline is central to the development of our students. It is a student management system underpinned by the LCCC Vision and Mission Statements.

In accordance with this, our policy aims at:

- Emphasising and encouraging the involvement of parents (or care givers) in their role as the primary educators of their children
- Supporting the shared responsibility of all members of our community in the care for all
- Motivating personal achievement, dignity, self-esteem and happiness of individuals
- Creating a sense of belonging, pride and an environment of justice
- Foster an atmosphere that is solution-based, as opposed to problem-based
- On-going development of the Welfare and Pastoral Care Policy for our College
- Ensuring that corporal punishment is expressly prohibited at LCCC and that LCCC does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons (including parents) to enforce discipline at the College.
Definitions:

- **Acceptable Behaviour**: is conduct which satisfies the ethos and requirements of a Catholic Christian teaching and learning community. It is conduct which honours the dignity and needs of all individuals in the community.

- **Restorative Justice Practices** is a whole school commitment to quality relationships. It establishes a philosophy and a set of practices that reflect a commitment to inclusiveness and collaborative problem solving. It provides schools with strategies to manage students with challenging behaviours while maintaining the respect and dignity of all parties.

- **MOLE**: The administrative program used by the College for recording, communicating and tracking of information.

- **House System** - Pastoral Care at Lumen Christi is centred on a House system where each student belongs to one of the four College Houses:
  
  - Baringa (meaning the Light) Patron Saint – Saint Lucy
  - Bobberrer (meaning the Land) Patron Saint – Saint Francis of Assisi
  - Gudu (meaning the Sea) Patron Saint – Saint Brendan the Navigator
  - Monaroo (meaning the People) Patron Saint – Saint Mary MacKillop

Each secondary student is a member of one of the seven vertical Pastoral Care classes in each House. The Pastoral Care Classes, comprised of students from Year 7 to 12 meet every with their Pastoral Care Teacher. The House Coordinator oversees the pastoral care for each student within a particular House.

Primary students meet each morning with their Class teacher. They participate in College prayers and receive daily messages at the same time as secondary students participate in their Pastoral Care classes.

- **Faith in Action** - As the College Vision Statement states in part “inspiring hope and serving others” is an essential part of life at Lumen Christi. Each term in the Integrated Focus there is a service component that guides the students in their endeavours:
  
  - Term 1 Project Compassion
  - Term 2 St. Vincent De Paul Winter Appeal
  - Term 3 Lumen Day
  - Term 4 St. Vincent De Paul Christmas Appeal

The College is also involved in a program with Imlay House where twice weekly students along with a teacher visit the residents and participate in a variety of activities. Students are asked to be involved in at least 10 hours of community service during the year and this is recorded in the Service Record in the Communication Diary. Students are awarded certificates for 10, 20 and 40 hours depending on their commitment. At Presentation Night the student who has amassed the largest number of service hours is awarded the prestigious “Outstanding Student in Service Award”.

- **Affirmation Program** - The student affirmation program is also based on the House model. Towards the end of each term KLA Coordinators and the Head of Primary will ask teachers to nominate two students from each class who have exhibited application and consistent effort (ACE Award) throughout the term. These students will be presented with an ACE Award certificate at House assembly. In addition to this there will be House awards presented to students who have made positive contributions to the College.
**Procedure:**

The College uses a variety of approaches to ensure the maintenance and enhancement of effective relationships within the College:

- Acknowledging and supporting the classroom teacher as the leader in their classroom, setting rules and procedures appropriate for each class within the framework of policy provided above. Classroom teachers work with teacher teams and/or Coordinators and executive staff to ensure acceptable behaviour on behalf of community members;

- Clear expectations of the rights and responsibilities of individuals in the College community (detailed in the appendix and other relevant documents and policies listed);

- Broad acceptance of fair and reasonable limitations on behaviours accompanied by appropriate consequences for conduct breaches;

- Restorative justice practices will be used in solving conflict situations;

- The College will use a range of welfare measures with the agreed practices of the College as outlined in the Pastoral Care Guidelines document.

- Frequent and clear communication between parents, students and staff is a requirement of the College. The use of the diary is a critical component of communication between teachers and families about students. A variety of other efficient and appropriate methods of communication are also available such as telephone calls, e-mail or use of the newsletter or mail-outs;

- On-going professional development within teacher teams focuses on the growth of sound professional practice by teachers within the classroom environment and all other College settings.

**Responsibilities and Roles:**

**Role of the Pastoral Care Teacher and Primary Class Teacher**

The Pastoral Care (PC) Teacher and Primary Class Teacher have both a pastoral and administrative focus. The PC Teacher and Class Teacher have initial communication with the student in relation to attendance, uniform, personal issues and general advice. During the morning PC period the PC Teacher or Class teacher:

- Greets the students
- Checks the uniform
- Organises the daily prayer
- Communicates the daily messages
- Marks the roll
- Collects notes/monies handed in by students
- Checks and signs the Communication Diary during the 15 minute PC period on Fridays
In cases where a student has been absent from school for 3 consecutive days the PC teacher or the Primary Class Teacher will contact the parents/caregivers in order to monitor the student’s wellbeing.

- At reporting time the PC teacher or Class Teacher writes a comment on each student in their PC class or Primary Class with regard to their involvement in the various aspects of College life.
- At the start of the academic year, after 2-3 weeks, the PC teacher or Class Teacher contacts parents/caregivers of the new students to monitor how they are settling in to Lumen Christi. This procedure also applies to new students who join the PC class or Primary Class during the year.
- PC teachers and Class teachers meet regularly with their House Coordinator or the Head of Primary to discuss pastoral care matters.

**Role of the House Coordinator and Head of Primary**

The House Coordinator and Head of Primary have an overarching role that includes:

- Taking an active interest in the personal, spiritual, academic and social development of students.
- Encouraging and promoting service including Project Compassion, St Vincent De Paul Christmas Appeal.
- Communicating relevant information to teachers about a student’s academic needs and to liaise with teachers about a student’s progress.
- Being the reference person for any student who is seriously or persistently misbehaving
- Responsibility for care, maintenance and improvement of House areas.
- Organising “buddies” for new students in Primary, Pastoral Care and academic classes.
- Being a channel of communication between students, staff and Executive.
- Monitoring student attendance within the House or Primary Class.
- Developing formal and informal leadership roles for senior students within the House or Primary Class and supporting them in these roles.
- Promoting each student’s involvement in College and House activities outside the classroom.
- Supporting the Pastoral Care and Primary Class teachers in their role and meeting regularly with them.
- Contacting parents, as necessary about their child’s progress.
- Counselling students informally and formally and/or referring students to the College Counsellor.

(For a detailed role description go to Teachers/Pastoral Care/House Coordinator Role Description)

**Role of the College Counsellor**

The College Counsellor (7-12) is at the College on the following days: Tuesday (Day 2), Wednesday (Day 3), Thursday (Day 4), Friday (Day 5), Tuesday (Day 7) Wednesday (Day 8), and Thursday (Day 9).
Students may be referred to the Counsellors by a member of staff who fill out a Referral Form (located at the front office). Primary students can be referred to the class teachers, the Learning Support teachers or a parent, through the Head of Primary. Students can also refer themselves to the College Counsellors using the same method. On occasions parents/caregivers may also request an interview with the College Counsellor.

The College Counsellors play an important role in the pastoral care of students at Lumen Christi working closely with House Coordinators and Head of Primary both formally and informally. College Counsellor meets on a weekly basis to discuss students at risk and any other business pertaining to the students' welfare.

References:
- LCCC After School Detention Policy:
- LCCC Pastoral Care Intervention Guidelines
- LCCC Absentee Procedure
- LCCC Child Protection Policy
- LCCC Drug Related Incidents Policy
- CEO ‘Student Management Procedures’ (see CEO Policy and Administration Procedures Manual Section 6.5)

Forms:

Approved by: Adrian Wels
Revision Date: October 2012
Next Revision Date: October 2014
Implementation Date: October 2009
Issuing Group: Lumen Christi Catholic College Executive
Contact Officer: Adrian Wels/Anne Maddock
PASTORAL CARE / WELFARE GUIDELINES

Code of Conduct

Students at Lumen Christi Catholic College:

- Good manners and respect for others is displayed at all times
- Peoples feelings, rights, property and privacy is respected
- All community members do their best at all times
- Community members are to keep buildings and surrounds neat and tidy
- No discrimination is to occur within our community
- Students are to be prepared and punctual for classes
- The College uniform is worn with respect and pride

Flowchart of Response

Inappropriate student behaviours have been classified into three levels: Low, Medium and High. The College responses to behaviours have been divided into 5 categories.

- **Category 1**: Classroom or observing teachers are to deal with matters in this category. The scope of the action could involve reprimands, warnings, conferencing, Time-out/Make up times and negotiated responses with the student.

- **Category 2**: The Classroom Teacher, KLA Coordinator, House Co-ordinators or Head of Primary will deal with matters in this category. The scope of the action could involve reprimands, warnings, conferencing and Time-out/Make up times. Behaviour management plans may need to be negotiated. Adequate records of behaviour are required.

- **Category 3**: House/KLA Co-ordinators or Head of Primary may deal with matters in this category. The matters here are quite serious and may require time outs and cooling off periods. Conferencing and behaviour management plans may need to be negotiated and careful monitoring of performance will need to be maintained. Adequate records are essential, and close consultation with parents may be required in this category.

- **Category 4**: The Classroom Teacher, House Co-ordinators or Head of Primary and/or members of the College Executive will deal with matters in this category. The matters here are very serious and may require time outs, cooling off periods and/or suspension. Conferencing and behaviour management plans may need to be negotiated and careful monitoring of performance will need to be maintained. Adequate records are essential, and close consultation with parents and appropriate community authorities may be required in this category.

- **Category 5**: At this level the Principal, Parish Priest and the Catholic Education Office are involved after all appropriate steps have been taken in consultation with appropriate Co-ordinators or Head of Primary. These are matters of the most serious nature (extreme and/or repeated Category 4 behaviours). The CEO Policy and Procedures manual provides a schedule of procedures that precede a decision to remove a student from the school. The Principal will make a recommendation to the Catholic Education Office.
The Assistant Principal(s) will provide Executive support at all levels as required. House Coordinators or Head of Primary may be involved in all formal interviews.

### Behaviour & Responses

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>Category</th>
<th>POSSIBLE RESPONSE</th>
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<tbody>
<tr>
<td><strong>LOW LEVEL</strong></td>
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<tr>
<td>Late for Class</td>
<td>1</td>
<td>Teacher to deal with</td>
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<td></td>
<td></td>
<td>• Make up time, parents/carers contacted</td>
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<tr>
<td>Incorrect Uniform</td>
<td>1-3</td>
<td>Pastoral teacher/House Co or Head of Primary to deal with</td>
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<tr>
<td></td>
<td></td>
<td>• Parents contacted for repeat offences</td>
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<tr>
<td>Not bringing correct equipment</td>
<td>1</td>
<td>Teacher to deal with</td>
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<tr>
<td></td>
<td></td>
<td>• Make up time, parents/carers contacted</td>
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<tr>
<td>Eating in class, Chewing gum</td>
<td>1</td>
<td>Teacher to deal with</td>
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<tr>
<td></td>
<td></td>
<td>• Confiscate/cleaning duty, parents/carers contacted</td>
</tr>
<tr>
<td>Littering</td>
<td>1</td>
<td>Observing teacher to deal with matter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cleaning duties, parents/carers contacted</td>
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<tr>
<td>Mobile Phones/Personal Music Devices</td>
<td>1</td>
<td>Observing teacher to deal with matter</td>
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<td></td>
<td></td>
<td>• Confiscated/handed up</td>
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<tr>
<td><strong>MEDIUM LEVEL</strong></td>
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<tr>
<td>Disrupting the class</td>
<td>1/2</td>
<td>Teacher to deal with. Refer to KLA Coordinator or Head of Primary if continued</td>
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<td></td>
<td></td>
<td>• Time out/Make up time, parents/carers contacted</td>
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<tr>
<td>Non-completion of set work</td>
<td>1/2</td>
<td>Teacher to deal with. Refer to KLA Coordinator or Head of Primary if continued</td>
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<td></td>
<td></td>
<td>• Time out/Make up time, parents/carers contacted</td>
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<tr>
<td>Discourteous</td>
<td>1/2</td>
<td>Teacher to deal with. Refer to KLA/House Co or Head of Primary if visitor/relief staff or non-teaching staff.</td>
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<tr>
<td></td>
<td></td>
<td>• Parents/carers contacted</td>
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<td></td>
<td></td>
<td>• Time-out/Make up time</td>
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<td></td>
<td></td>
<td>• Apology (verbal/written)</td>
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<tr>
<td>Acting in an Unsafe Manner</td>
<td>1</td>
<td>Observing teacher to deal with matter</td>
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<tr>
<td></td>
<td></td>
<td>• Parents/carers contacted</td>
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<td></td>
<td></td>
<td>• Removal from location</td>
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<td></td>
<td></td>
<td>• Time-out/Make up time</td>
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<tr>
<td>Bringing banned objects to school</td>
<td>1-3</td>
<td>Observing teacher to deal with matter</td>
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<tr>
<td>(steel ruler, whiteout, stencil knives)</td>
<td></td>
<td>• Confiscate/cleaning duty, parents/carers contacted</td>
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<tr>
<td>Cheating/Forging</td>
<td>2/3</td>
<td>Teacher/KLA Co/House Co or Head of Primary to deal with</td>
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<tr>
<td></td>
<td></td>
<td>• Time-out/Make up time</td>
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<td></td>
<td></td>
<td>• Parents contacted</td>
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<td></td>
<td></td>
<td>• Marked according to College Policy</td>
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<td></td>
<td></td>
<td>• Negotiate another task</td>
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<tr>
<td></td>
<td></td>
<td>• Make up time</td>
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<tr>
<td>Misuse of IT Resources</td>
<td>3-5</td>
<td>As per IT Policy</td>
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<tr>
<td><strong>HIGH LEVEL</strong></td>
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<tr>
<td>Acts of Truancy</td>
<td>3/4</td>
<td>KLA House Coordinator or Head of Primary to deal with</td>
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<td></td>
<td></td>
<td>• Time-out/Make up time</td>
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<tr>
<td>Issue</td>
<td>Time Frame</td>
<td>Action Plan</td>
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<tr>
<td>-----------------------------</td>
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<tr>
<td>Verbal Abuse, Swearing,</td>
<td>3/4</td>
<td>The matter is referred to the House Coordinator or Head of Primary&lt;br&gt;• Time-out/Make up time&lt;br&gt;• Parents contacted&lt;br&gt;• Removal of certain privileges&lt;br&gt;• Reconciliation&lt;br&gt;• Suspension (Category 4)&lt;br&gt;• Exclusion (Category 5)</td>
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<tr>
<td>Blasphemy</td>
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<tr>
<td>Continual Non-compliance</td>
<td>3-5</td>
<td>The matter is referred to the KLA Coordinator and House Coordinator or Head of Primary&lt;br&gt;• Time-out/Make up time&lt;br&gt;• Parents contacted&lt;br&gt;• Behaviour management plan implemented (Report Card etc)&lt;br&gt;• Removal of certain privileges&lt;br&gt;• Suspension (Category 4)&lt;br&gt;• Exclusion (Category 5)</td>
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<tr>
<td>Substance Abuse</td>
<td>3-5</td>
<td>The matter is referred to the House Coordinator or Head of Primary&lt;br&gt;• Confiscate substance&lt;br&gt;• Time-out/Make up time&lt;br&gt;• Parents contacted&lt;br&gt;• Removal of certain privileges&lt;br&gt;• Contact appropriate authorities&lt;br&gt;• Suspension (Category 4)&lt;br&gt;• Exclusion (Category 5)</td>
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<tr>
<td>(tobacco/alcohol/illicit</td>
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<tr>
<td>substances)</td>
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<tr>
<td>Physical Abuse, Fighting,</td>
<td>3-5</td>
<td>The matter is referred to the House Coordinator or Head of Primary&lt;br&gt;• Time-out/Make up time&lt;br&gt;• Parents contacted&lt;br&gt;• Contact appropriate authorities&lt;br&gt;• Removal of certain privileges&lt;br&gt;• Reconciliation&lt;br&gt;• Suspension (Category 4)&lt;br&gt;• Exclusion (Category 5)</td>
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<tr>
<td>Assault</td>
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<tr>
<td>Psychological Abuse</td>
<td>3-5</td>
<td>The matter is referred to the House Coordinator or Head of Primary&lt;br&gt;• Time-out/Make up time&lt;br&gt;• Parents contacted&lt;br&gt;• Conflict resolution plan implemented&lt;br&gt;• Removal of certain privileges&lt;br&gt;• Reconciliation&lt;br&gt;• Suspension (Category 4)&lt;br&gt;• Exclusion (Category 5)&lt;br&gt;• Maybe referred to CEO Harassment Policy</td>
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<tr>
<td>(bullying/harassment)</td>
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<tr>
<td>Vandalism/Stealing</td>
<td>3-5</td>
<td>The matter is referred to the House Coordinator or Head of Primary&lt;br&gt;• Time-out/Make up time&lt;br&gt;• Parents contacted&lt;br&gt;• Contact appropriate authorities</td>
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Definitions:

Time Out/Make Up Time
This could mean - a period of reflective time; detention (recess, lunch or after school); isolation from class/peers; withdrawal from class or similar. It should involve some aspect of a restorative nature and any sort of ‘punitive’ measure should be closely linked to the infringement.

Parents Contacted
Diary, Phone, Email. More expedient to call if time permits.

Procedures:

1) **Afternoon Detention (7 -12 only):**

When: Wednesday afternoon between 3.25pm and 5.00pm.
Where Room 109

An afternoon detention is a high level consequence and students may be placed on the register for a variety of reasons. Staff must ensure that an afternoon detention is a deserved consequence in response to the particular behaviour. It is not given in isolation as it forms part of the ‘Restorative’ response to the incident. It should be discussed clearly with the student, staff member and in consultation with the KLA/House Coordinator. Students and Parents should clearly understand the reasons for the awarding of such a consequence. The detention needs to be formalized with the sending home and return of a ‘College Detention Notification’.

The detention period should also be an opportunity for the student to attempt to rectify the situation as best as possible. This may mean: completing outstanding work; researching effects of smoking/drinking/bullying, drafting a formal letter of apology or writing an account of the incident and so on.

2) **Suspensions**

Suspensions are a response to ‘high’ level infringements and are negotiated through the Executive.

i) **Internal Suspension**

If a student is suspended within school the parent/caregiver will be notified by telephone as soon as possible. Then a letter is sent to the parents/caregivers outlining the details of the incident and length of suspension. The students will be set tasks to complete by class teachers and will have recess and lunch in isolation from and at a different time from other students. The student is supervised by the House Coordinator or Head of Primary.

ii) **External Suspension**
Out of school suspensions require that the parent/caregiver be notified as soon as possible by telephone with respect to the suspension. A letter is sent to the parent/caregiver outlining the incident details and length of suspension. As part of the process the student is to complete a Behaviour Expectation Worksheet answering a number of affective questions in keeping with the restorative practices model. Prior to the student’s re-entry into College the student and parent/caregiver attend a re-entry interview along with the House Coordinator or Head of Primary and the Principal and/or the Assistant Principal.

Appendices:

1) The diary will be used at all times as a tool to communicate with parents.
2) Referral to the school counselor can be made by the teacher or personally by the student. at the front office
3) Provision is made through awards to affirm positive behaviours.