

IGNATIUS LEARNING CENTRE PASTORAL CARE POLICY

1. PRINCIPLES

The principles that underpin this policy include:

- Pastoral care in Catholic schools affirms and gives expression to the belief that the person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: the promotion and flourishing of the human person is the goal of the Catholic school.
- Schools exercise their pastoral responsibilities under the leadership of the Principal. Parents/carers/guardians exercise their responsibility by providing positive support and collaborative engagement with the school in support of student and school community wellbeing.
- Respectful and cooperative school-family relationships provide an effective channel of pastoral care for students. Schools and families share responsibility for developing and maintaining such relationships of trust, characterised by respect for the goodwill of the other and a willingness to engage collaboratively.
- Student wellbeing is best achieved within a school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where inter-relationships are positive, where students experience connectedness and engagement, and where those experiencing difficulty or special need receive particular care and support.
- Enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective pastoral care is therefore recognised as promoting the achievement of learning outcomes and thus contributing to a School Improvement Framework.
- Effective whole-of-school approaches to pastoral care require age-appropriate behavioural education and skilling of students, and pastorally driven management of student behaviour through processes focused on both individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities.
- Effective school-community partnerships offer opportunities for networks of pastoral care for students. Appropriate local services and agencies may be identified, and links or partnerships developed, to support the needs of students and their families/guardians/carers and to enhance the school's own pastoral initiatives.

2. PROCEDURE

Pastoral care will be evident in the ILC's vision statement, policies, procedures, programs, teaching and learning curriculum, activities, support and wellbeing services, behaviour support processes, family engagement, community partnerships and school climate. These documents will reflect the school's Ignatian heritage and a restorative approach to care for the human person.

The ILC will formulate its own policies and procedures in areas such as special needs provision, student support management, safe school environment (anti-bullying) and critical incident management that will be consistent with gospel values and directives provided by the Jesuit Social Services Board, MACS and be compliant with relevant legal requirements.

The ILC will create a community where:

- members experience a sense of belonging, support and personal worth
- individuals feel called to develop personally and empowered to act constructively
- justice and peace and respect for persons and property and acknowledgment of the rights of others are key obligations
- liberation of each person's human dignity and freedom are respected
- individuality of each member of the community is respected
- compassion and forgiveness are a means to call to greater personal growth
- personal responsibility and self-direction are promoted
- the value of self-esteem and confidence is integral
- partnership with parents/carers/guardians as the primary educators is promoted

The ILC will:

- articulate and celebrate its traditions, symbols and story as a means to express its own uniqueness, thus fostering the identity of its members
- foster good relationships between staff, young people and parents/carers/guardians through appropriated educational, spiritual and social interactions
- develop a suitable and effective pastoral care system to ensure that all are valued, informed and supported
- foster appropriate leadership skills and opportunities in all sections of the community
- develop policies to set out clearly the appropriate expected behaviour for young people, staff and parents
- develop policies to respond to members who do not live up to these expectations in any way in an effort to restore right relations and assist them to build more life-fostering and active citizenship roles
- develop policies to set out the options available to staff, young people or parents/guardians/carers who have special educational or pastoral needs
- develop policies on appropriate general forms of educational and pastoral assistance to all members in an effort to prevent critical situations developing
- institute a suitable system of on-going review to evaluate these policies and develop new approaches where a need becomes apparent

3. EXPECTED OUTCOMES

The expected outcomes of this policy include:

- all members of the ILC community are treated with dignity and respect
- there is age-appropriate behavioural education and skilling of students, and pastorally driven management of student behaviour
- there are respectful and cooperative school-family relationships
- student wellbeing is achieved within a school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where inter-relationships are positive, where students experience connectedness and engagement, and where those experiencing difficulty or special need receive particular care and support.

END OF DOCUMENT

Policy owner:	ILC Principal
Policy category:	Care, Safety and Welfare of Students
Level of approval:	Jesuit Social Services Board
Policy Approved by:	Quality, Risk, Compliance and Policy Committee
Review Date:	February 2023
Purpose:	The Ignatius Learning Centre (ILC) provides holistic and restorative educational opportunities, to enable young people who have had highly disrupted education and are at significant risk of incarceration. Wellbeing is integral to each student's education and formation, enabling them to become resilient, discerning and successful young citizens. The purpose of this policy is to inform and induct new staff members of the school's pastoral care policy and practice, that will be embedded in the school's learning culture, to support the wellbeing of students.
Relevant legislation and/or standards:	<i>Education and Training Reform Act 2006 (Act) and the Education and Training Reform Regulations 2017</i> National Safe Schools Framework 2009 Melbourne Archdiocese of Catholic Schools - Horizons of Hope Wellbeing 2017 Australian Province of the Society of Jesus Code of Conduct 2018
Risk Awareness:	OHS
Related Documents:	Internal <ul style="list-style-type: none"> • Anti-bullying and Harassment Policy • Behaviour Support Policy • Critical Incidents Policy External <ul style="list-style-type: none"> • MACS Policy 2.26 Pastoral Care of Students in Catholic Schools
Scope:	ILC Community
Definitions:	ILC Ignatius Learning Centre
Policy:	The pastoral care of students refers to the approaches and actions taken within a school by its leaders and community members to promote and enhance student wellbeing of a personal, social, physical, emotional, mental or spiritual nature. Key elements of student wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours and personal resilience. Pastoral care of students is interwoven throughout the school life and culture. Pastoral care is the foundation of the school's vision and mission, policies, procedures, programs, teaching and learning curriculum, student activities, student support and wellbeing services, behaviour management processes, family engagement, community partnerships, and school climate.
Responsibilities:	The Principal, parents/guardians and students