



## PASTORAL CARE POLICY

### Introduction and Purpose

Pastoral Care presupposes that all members of the school community are worthwhile and that they have the opportunity to fully develop as an individual.

It is based on the following:

- Each person is created in the image of an all loving God
- Each person is inherently good
- The role of teachers is to help our students to grow and develop as responsible people
- Each person is unique, possessing special gifts
- Each person's way of thinking is considered
- Each person needs to experience security and belonging
- Members of the school community are open to, and supportive of, each other

For the programme to be effective, students need to experience an atmosphere of respect, love and support, which is communicated through a variety of inter-personal contacts where the members of the school community take a personal interest in each other. As caring adults we are real to our students so as to help them in their personal growth, without abandoning our own identity. It will involve offering guidance and correction so as to enhance the best interests of the individual and the school community. The College has adopted a philosophy in Pastoral Care of Restorative Justice, which provides the College with a framework of management that moves away from the traditional punitive response. While still providing limits and consequences, Restorative Justice looks for ways to repair damaged relationships and improve existing relationships within the structure of St Edward's College.

All members of the community are called to exercise Pastoral Care to each other. Students are known and treated as individuals, but are well known by at least one staff member who helps them in their personal growth. This is formalised through the Tutor System where each tutor is responsible for a range of students from Year 7 to Year 12. The vertically integrated Tutor Group is the basic unit of the school and therefore of the Pastoral Care system. It aims to expose the students to a caring adult, but also a range of students of differing ages who will also help the development of the individual. Peer help is often the best method of solving problems. By mixing in an informal group the interaction of a variety of ages will benefit all. The older students are able to take some responsibility for the younger students and induct them into the ethos of the College. The younger students are able to know and relate to older students and know well at least a small group of students across the entire school.



Most Pastoral Care occurs in the daily interaction and activity of the school and is carried out by all members of the school community. It comes through the ordinary interaction between staff and students. It is often unplanned, and sometimes even unconscious, because it is a disposition. Pastoral Care involves attitudes and relationships both inside and outside the classroom. It is both proactive and reactive so as to best serve the needs of the College community. It is the basis for what occurs at St. Edward's College.

## Implementation

### Student's Rights and Responsibilities

To be able to learn and participate fully in all classes and activities

- To try my best
- To pay attention in class
- To be involved in school activities
- To develop my skills with the help of my teachers
- Never to miss school or lessons without permission
- To be on time for class and all school activities
- To be always in the right place at the right time
- To bring the necessary books and equipment to class
- To complete all my set work and not to disturb the work of others

To enjoy a clean attractive environment

- To look after school furniture and property
- To put rubbish in bins
- To keep classrooms clean and tidy
- To take good care of textbooks and library books
- To keep desks, walls and pin boards free of graffiti
- Not to eat or drink in classrooms or the Edmund Rice Centre

To have a good school name

- To wear my uniform with pride
- To behave well at all times
- To show respect to visitors
- To display good sportsmanship



### To be in a safe well ordered environment

- To have my diary with me during lessons
- To follow teachers' directions regarding the use of equipment and facilities
- To move in an orderly manner, keeping to the left of stairways and verandahs
- To get on/off buses safely and waiting for the bus to stop
- To listen for bells and move when I should
- To report to Mona Vale if I am late for school
- To stay away from Out of Bounds areas
- To bring absentee notes to Tutors
- To return all borrowed equipment

### To be treated with respect, understanding and courtesy

- To be supportive of others
- To be friendly and helpful
- To respect a person's good name
- To treat other people with respect
- To express different opinions politely
- To listen another point of view
- To co-operate with teachers by helping when asked

### To have my property respected

- To take care of my possessions
- To take care of other people's books, bags and property
- To ask before borrowing and return borrowed items promptly
- To leave other people's possessions alone
- Not to write on other people's belongings

### To share a just and honest environment

- Don't steal
- Don't lie
- Don't cheat
- Do not accept lying, stealing or cheating by others
- Don't use offensive language



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## OUR CODE FOR LEARNING

**I respect learning  
by valuing:**

**Organisation**

**Cooperation**

**The right to learn**

**Participation**

**Independent study**

**Academic excellence**

**I show commitment to  
learning through:**

**Being prepared and punctual**

- Managing my time effectively
- Meeting my deadlines

**Following instructions**

- Working cooperatively with teachers and other students
- Helping others

**Paying attention**

- Not disturbing others
- Not being disrupted by others

**Being actively involved**

- Asking and answering questions
- Listening and completing assigned work

**Developing an effective study routine**

- Completing my homework
- Researching, reading and revising regularly

**Doing my personal best**

- Showing pride in my work
- Setting and trying to achieve goals



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## The Level System

Teachers use their own systems of rewards and punishments within the classroom and the schoolyard situation. They also make use of the College's own system as a more formalised procedure.

The Level System, which applies to Years 7-12, acknowledges and rewards students achievements in relation to Behaviour, Service to the College and Academic Effort. The System makes them responsible and answerable for behaviour that is not acceptable in the College. The good behaviour is acknowledged when teachers give students Merit Slips. These are accumulated and once a student has received 10 Merits, he may exchange these for a Tutor Teacher Certificate presented by his Tutor Teacher. Further recognition of positive behaviour is through their Year Coordinator in the form of a Positive Behaviour Certificate that is awarded twice a Term. Service Certificates are also received by students for representing the College in areas such as sporting, cultural activities or charity collections. Academic/Effort Certificates are awarded twice a Term in each class and a more formal Academic/Effort Certificate is awarded at a College Assembly each Semester as recognition of student's Academic/Effort across a number of subjects. Unacceptable behaviour is acknowledged by Detention, being sent to timeout that may result in suspension from school, movement down through the Level System and the restrictions that are associated with that negative Level.

Corporal punishment is not an acceptable form of discipline and, as such, is prohibited at school. The College does not explicitly or implicitly sanction the administration of corporal punishment by non-school personnel, including parents, to enforce discipline at school.

## Positive Levels Acknowledging Good Behaviour

When students are enrolled at the College they enter the Level System at Level Three and can move up to Level One Gold if they attain certificates in the areas of Behaviour, Service to the College and Academic/Effort. Students in years 9, 10, 11 and 12 can self-nominate for movement between levels through their Year Co-ordinator and this involves having their teachers complete a "Code For Learning" assessment sheet where teachers can confirm the students behavior and attitude is at a commendable level. Students at Level 1 Gold are seen as students who have contributed to all areas of the College and need to sustain this in order to remain on the highest Level. Students who display inappropriate behaviour may move down through the system to Level Five where privileges are withdrawn from them such as Sport or Disco attendance until they have progressed to a more positive aspect of the system.



Teachers will distribute Merit Slips when a student's behaviour warrants it. Merits can be awarded at any time. These are given for such things as the following:

- Outstanding results/efforts in Tests/Assignments;
- Special effort in or out of class;
- Outstanding work/effort in homework
- Meritorious efforts in the yard;
- Other activities that should be rewarded.
- Cooperation
- Attitude
- Punctuality
- Respect for Staff, students and College

Positive Behaviour Certificates are awarded twice a Term by the Year Coordinator to students who don't receive a Detention or timeout within that period of the Term.

Teachers will award Subject Teacher Certificates twice a Term for such things as:

- Assignments
- Special effort
- 100% effort in class
- Bookwork
- Gifted and Talented activities
- Attending workshops
- External competitions
- Exam results
- Assignments
- Improved performance
- Consistent effort
- Working independently
- Regular homework

Semester Academic/Effort Certificates are awarded to students at the end of each Semester at a College Assembly when a number of teachers have nominated a student for their Academic/ Effort in their subject. These are seen as high achievement awards hence they carry a weighting of two in the Level System.

Service to the College Certificates are awarded to students for contribution in areas such as:



- Sporting representation
- Cultural representation
- School representative
- Peer guidance
- Community service
- Social justice
- Open days
- Peer tutor
- Market day
- Reader / writer
- SVDP
- Concert band
- Debating
- Altar boy
- Choir
- Art show
- Drama performance
- Sound system

When a student has received 10 Certificates across any of the areas of Behaviour, Service or Academic/Effort they can be given to the Year Coordinator who then issues a Silver Certificate. If the student were on Level 3 he would then move to Level 2 Silver. Apart from the Silver certificate, a student on Level 2 may obtain permission to go home from Sport on Fridays. A student can continue to exchange 10 Certificates for Silver Certificates. Progression to Level 1 Gold is only achieved when a student receives a minimum of two Silver Certificates that indicate a nominated contribution from that student across all areas of Behaviour, Academic/Effort and Service to the College. At Level 1 Gold a student receives a Gold Card and has available various opportunities including:

- Level 1 Gold day out at the movies and lunch supplied each Semester
- First on the bus after Seniors
- With parental permission, lunch at East Gosford one day per week as determined by the Pastoral Care Coordinator
- Principal's Award if level 1 is attained for 4 Years
- Choose first with Sport selection after Seniors
- Go home straight from Sport
- Special Certificate at Christmas Assembly

When students attain a minimum of two Silver Certificates across the various categories they need to present these to the Pastoral Care Coordinator who will acknowledge their achievement with a Level 1 Gold Certificate. The Principal of the College usually formally presents these. Further recognition is via the Newsletter.

Each of the Pastoral Levels brings responsibilities as outlined:

- **Level 3 entry** - Working well in a **number of subjects** and behaviour is **good** in most aspects of school life
- **Level 2 Silver** - Working well in **all subjects** and behaviour is **very good** in all aspects of school life;



- **Level 1 Gold** - Works well in **all subjects** and can be relied upon to do what is correct **at all times**.

Students may change one Level at a time. At the end of the College Year students on Levels 1 and 2 will move back one Level and will need to attain the various Certificates again in order to move again to the highest Level Gold. Gold students will only need to attain 1 Silver Certificate in the areas of Service and Academic/Effort in order to move back to Level 1 Gold. Students who finish the Year on either **Level 4 or 5** may negotiate with their Year Coordinator their return to Level 3 to commence the New Year.

Students on Levels 1-3 who misbehave move back ONE level and receive the normal punishment for their misbehaviour. Any Level 1-3 student who is suspended due to Timeout or Detention will automatically drop a Level. If they are on Level 1 or 2 and are sent to Timeout more than once per term, they also will drop a Level. These students return to a higher level via the usual procedure that may include successful completion of monitoring sheets or attainment of Certificates.

### **Negative Levels and Timeout**

Students do not always do what they are supposed to do. At times they fail to live up to the standards that the College and their parents expect. In doing so they not only hurt themselves, but they hurt others. This may be physical, but more often it impinges on the rights of others, such as the right to an education or the right to be able to participate in a class activity. When such unacceptable behaviour occurs consequences follow, just as they do when acceptable behaviour occurs.

Timeout is designed to give teachers a quick, effective way to deal with misbehavior in the classroom, misbehavior that is preventing them from teaching and preventing students from learning. Timeout will also provide the student with the opportunity to reflect on inappropriate behaviour and whether he is achieving his goals. Over time the changes will assist students to modify inappropriate behaviour and prevent it from escalating to a more serious situation. Parents will be involved at an early stage – they will be notified in writing if their son's behaviour is beginning to be problematic to him and others.

As students can move up through the Level System, they can also move down through the Level System. They move through Level Three to Level Five, which is the lowest Level. After this Level he is deemed to be out of the normal system and in a special programme under the auspices of the Pastoral Care Coordinator and/or the Deputy Principal.





A student moves from Level 3 to Level 4 by being suspended as a result of Timeout or by accumulating 3 Detentions. He moves from Level 4 to Level 5 by obtaining further Suspensions. Level changes are effective from the day on which the student receives his Suspension.

A student who is placed on Level Four needs to recognize that his actions are inappropriate and needs to modify his behaviour accordingly in order to progress back to Level 3 entries. At this stage parents will be contacted again and students will be offered various support mechanisms that the College has available including Counselling. Other support mechanisms include interviews and monitoring sheets.

A student who is placed on Level 5 could face some or all of the following consequences

- Not attending disco
- Not attending internal or external excursions or special class activities;
- Not representing the College in any capacity;
- Parent interview with the Pastoral Care Coordinator and/or Deputy Principal
- Not attending Friday activities
- Lengthier Suspensions

Boys who move down to Levels 4 and 5 as a result of Suspension will be placed on a classroom-monitoring sheet where teachers will comment on their behaviour and application each lesson. Boys will move up one Level (eventually back to Level Three) when their sheets over a five or ten day period show a rating of three or above (out of five) for 80% or more of the time. Boys who, after Suspension, move down to Levels Four or Five can also apply to return to a higher Level via the usual Certificate procedure.

Students may receive a range of punishments for misbehaviour. In addition to Level changes they may also receive Detentions (Thursday or Saturday). These are notified in writing. Students will be given a Thursday Detention for the following:

- Unacceptable behaviour (spitting, graffiti, throwing food)
- Serious insolence or offensive behaviour
- Truanting from a period
- Misbehaviour on public transport
- Bringing offensive or inappropriate material to school
- Mobile phones being seen used or heard from 8.40am to 3.03pm
- Other matters as determined by the appropriate authority



Students may be given a Saturday morning Detention at the discretion of Pastoral Care Coordinator for

- Constant attendance at Thursday Detention
- Truanting for a significant part of a day
- Other serious instances of misbehavior

On rare occasions a student's behaviour warrants more serious action than a Detention. When very serious disregard of school rules occurs, a student may be suspended. Such an action is not taken lightly and sends a clear message that the student is pushing the limits of his enrolment. Examples of such actions are:

- Serious misbehaviour, including assault or bullying;
- Bringing or using alcohol or prohibited drugs to school or a school function.
- Other matters as determined by the appropriate authority.

Extreme misbehavior may result in immediate Suspension from school.

For pastoral reasons the above may be varied by the appropriate authority.

### **The Senior Student - Years 11 And 12**

Seniors, as older members of the school population, have increased freedoms but also increased responsibilities. Whether they are an elected leader or not, all Senior students have the task of being an effective role model and leader for Junior students. This occurs in three areas:

- The appropriate wearing of the school uniform, at school, travelling to and from school and on or at school functions
- Appropriate behaviour
- Demonstrating an appropriate work ethic, especially during study

The Senior student is expected to be a leader in the Tutor Class, assisting the teacher in administrative duties and in the pastoral care of the younger members of the class.

More is expected of a Senior student, because of their age. What might be forgiven or excused in a Year 7 student because of his immaturity would not be excused in a Year 11 or 12 students who should know better. Conversely, staff will be prepared to discuss inappropriate behaviour and its



consequences with Senior students more than they would with younger students. This discussion, if fruitful, will often replace punishment.

The privileges and freedoms outlined below are automatic upon entering the Senior school. The Level System does apply to the Seniors who commence Year 11 on Level 2 Silver. The same Certificates as awarded to Juniors are available to Seniors who should recognise these as valuable instruments in their search for employment. Level 1 students are acknowledged in Year 11 by the Senior badge and in Year 12 by the School Leader badge. The school may withdraw any of these privileges and freedoms if a Senior student misbehaves or lacks the maturity to cope with them. This would normally be at the discretion of a Year Coordinator and would usually be for a set time period.

Relationships between staff and Senior students are often characterised by a greater informality. The classes are smaller and in some subjects students and staff work together outside of the normal school hours. As it is post-compulsory education the emphasis is more on the student completing the required study because he has chosen to be at school and the teacher's role is to assist him in that process. A Senior student is expected to be more self-motivated and self-disciplined than a Junior school student.

Being a Senior student is being a leader in the school community. It is not just a badge or a different coloured shirt. Senior students are expected to be co-operative, hardworking and supportive of the College. They should be developing initiative, self-reliance, tolerance, understanding and maturity as they prepare to take their place in the adult world.

Seniors still operate within the Timeout System and may be given Detentions for inappropriate behaviour. During Detention they are encouraged to use the time wisely by being allowed to complete work related to their studies.

### **Privileges and Freedoms of the Senior Student**

- Senior students are not required to have a College bag. A plain black bag is an acceptable alternative.
- All Seniors, with written parental permission, are allowed to visit the East Gosford shops lunchtime one day per week as determined by the Pastoral Care Coordinator.
- Senior students are treated in the same way as a Junior Level 1 Gold students when applying for Friday afternoon activities and getting on the bus first.
- Senior Study will be held in the classroom with a teacher supervising. It is for quiet study only. If a student wishes to study elsewhere, he must have an authority slip signed by the classroom teacher, their Year Coordinator and if using the Library, the Librarian.
- Seniors are allowed to study in the Library unsupervised or to study in the Senior Area, during their designated study periods with permission of the supervising teacher. Study in the Library is for silent, individual study only.





- Seniors have their own playground area that is off limits to Junior students. It is their responsibility to keep this area clean.
- During examinations Seniors are not required to attend school unless they have an examination.
- Seniors, provided they complete the necessary documentation obtained from their Year Coordinator, are allowed to drive to and from school.
- Senior students may leave before activities on Fridays unless classes are scheduled during Activities.

### **School Counsellors**

The School Counsellors provide an opportunity for students or parents to discuss matters that are of concern to them. The aim is to help both groups have a better relationship with the College so that the students might be more settled and in tune with the wider educational process of the school. It is an attempt to provide pastoral care in a very practical form to those who need it. It is very much in tune with the statements outlined in the early part of the Pastoral Care Policy. It occurs in "an atmosphere of respect, love and support.... and help(s) them in their own personal growth and development". It is placed in the bedrock of acceptance, respect, and care, understanding and real interest.

While all members of staff exercise Pastoral Care, the College Counsellors offer professional, specific and direct help that is beyond the training of staff members. It is a confidential process where relevant information is fed back to staff as required and students are given strategies to deal with their difficulties.

The Counsellors intervene when there has been a major trauma in the life of the student and/or his family or he is affected by external trauma. In such cases the Principal, Deputy Principal, Pastoral Care Coordinator or Year Coordinators refer the student(s) directly to the Counsellor. Staff may also refer students to the Year Coordinator if they believe there are specific problems and, they in turn, may refer the student on. Parents may also ask the Counsellor to intervene if they have concerns about their son. They may also see the Counsellors themselves to discuss problems or strategies. Students may also refer themselves if they so desire. In case of major trauma or emergency situations, outside help or support networks may be used.

Currently the College has two full time Counsellors. They, and the outside agencies that they utilise, form the basis of the counselling at St. Edward's. They are located in the Pastoral Care area. Students have access to them at all times.







## Bullying

### Introduction

Bullying is defined as “any action or implied action, such as threats of violence, intended to cause fear or distress”. In the words of students at St. Edwards College “it is giving someone a hard time for no specific or apparent reason”.

Such bullying can be emotional, verbal and/or physical. It can be subtle or obvious, and can occur once or over a period of time. What ever form the bullying takes it utilises the illegitimate use of power in order to hurt others. Examples of bullying are threats of violence, actual physical violence or intimidation, verbal malice, exclusion of the victim and harassment (including sexual or racial). It also includes electronic bullying, outside the College hours. Students may be skilled in bullying behaviours such as fighting, manipulating or intimidating. Others may be skilled in those behaviours associated with being a victim, such as attention seeking, over sensitivity and the inability to have their needs met. In both categories students are often inadequate in the socially desirable behaviours, such as negotiating differences, dealing with conflict, responding to failure, responding appropriately to stressful situations, to rejection, peer pressure and anger.

This policy is designed in response to the understanding that bullying has painful consequences for the victim and also subsequently for the classroom environment and the College's learning culture. This is because a student's feeling of safety and their ability to learn is affected by the power struggles within the school environment. This Policy acknowledges that early intervention to address bullying behaviours may reduce the incidence of anti-social behaviours in adulthood.

Research has shown that taking two important steps can reduce bullying:

- Creating an active, practical policy;
- Openly discussing bullying (silence and secrecy nurture bullying).

### The Proactive Process

- Staff will actively supervise students in all school activities.
- The College's attitude to bullies will be communicated to boys on a regular basis through College Assemblies.
- The rights and responsibilities of the College Community are published and supported.
- Students are urged to report bullying to the appropriate people. This can be verbally or by using the College email; [bullying@stedwards.nsw.edu.au](mailto:bullying@stedwards.nsw.edu.au)
- The College also surveys various Year groups regarding bullying throughout the Year.



## Reporting Bullying Behaviour

Students report the behaviour to the tutor, another teacher, directly to a member of the Pastoral Care Team or through the College web site.

When bullying is reported the following may occur:

- Peer conferencing between the victim, support person/s, the bully/bullies and supporting teacher.
- Follow up by the supporting teacher.
- Contact with the parents of the victim and the bully.
- If the bullying is repeated, intervention by Pastoral Care Coordinator, who may involve the Police Liaison Officer in serious cases involving physical or cyber bullying.

## Conclusion

One of the main aims of St. Edward's College is to ensure that all members of the College Community feel valued. Productive and enjoyable relationships will flow from this and will acknowledge the individual differences of each member. In particular we endeavour to encourage all to respect the spiritual, educational, mental, emotional and physical well being of others. Our Pastoral Care Policy is based on the inherent goodness of each student. This will require a high degree of self-respect and self-discipline.

The belief that we value others leads us to act in certain ways. Our Pastoral Care Policy outlines the framework within which we operate. As we help our students grow into adulthood, we exercise care and concern for them. We try to accentuate the positive elements, and help students move from the negative behavioural areas. They therefore become conscious of the consequences of their behaviour and act accordingly.

As adults we offer acceptance to our students in the difficult time of growing through adolescence. We respect them and communicate this to them through the care that is offered. We give them understanding as they cope with the pressures of their lives. This comes through as a real interest in them and their activities. By so doing, we encourage them to be better members of the St Edward's Community and also better human beings for having attended this College.