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## **PLAN**

# **Pastoral Care and Wellbeing (PCWB)**

**Effective: 28 February 2018**

**Version: 1**

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## 1 KEY FOCUS AND PRIORITIES

At Joseph Banks Secondary College we are committed to our students and to their learning. We aim to ensure success for all students; provide our students with multiple opportunities to excel throughout their secondary education, with access to quality programs, both within the curriculum and co-curricular. It is expected that all students will receive individual attention, and support will be provided for all students no matter their background. Parents expect an assurance that “no child will fall through the cracks.” We expect that the college will be integrated with and connected to the community and students will be engaged in helping each other as well as providing service to the community. Staff are committed to ensuring that all students will be inquiring, knowledgeable and caring young people who will help to create a better world through intercultural understanding and respect. Our purpose is clear: our focus is every child, every lesson, every day.

Learning and teaching in our school is inclusive and we acknowledge the importance of educating the whole child. We support the learning and the wellbeing of our students through:

- Promoting high expectations and authentic relationships;
- Maintaining high standards of learning, uniform and behaviour;
- Maintaining a focus on our Student Code of Conduct underpinned by the core values of : Respect, Inquiry, Resilience and Aspirations.
- Focusing on individual case management and pastoral care of students;
- Implementing restorative practices to enhance relationships among students, and between
- Students, teachers, and parents, so as to accept responsibility.

## 2 INTENTIONS

- Build relationships with staff, parents, students and the community through effective communication.
- Create an environment that will cater for and provide support to students at the point of need.
- Support respectful relationships.
- Maintain a safe and inclusive environment.
- Keep collaboration as the cornerstone of our teaching and learning.
- Outline an approach to and addressing key issues for example bullying, cultural diversity
- Develop skills required for healthy social interactions for example resilience, communication, resolving conflict, acceptable use of ICT and social media in school.

*The policy is clear: Every staff member has a responsibility for wellbeing at the college. To assist in the process a Wellbeing Team has been established.*

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### **3 THE WELLBEING TEAM (WELLBEING WARRIORS)**

- Lead the learning of social and emotional wellbeing for staff and students
- Be responsive and proactive to concerns raised within the college and wider community.
- Meet regularly to collect and share information and drive a plan for wellbeing across the college.
- Provide professional learning opportunities to build staff capacity, raise awareness and share strategies.

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## 4 WELLBEING ACTION PLAN

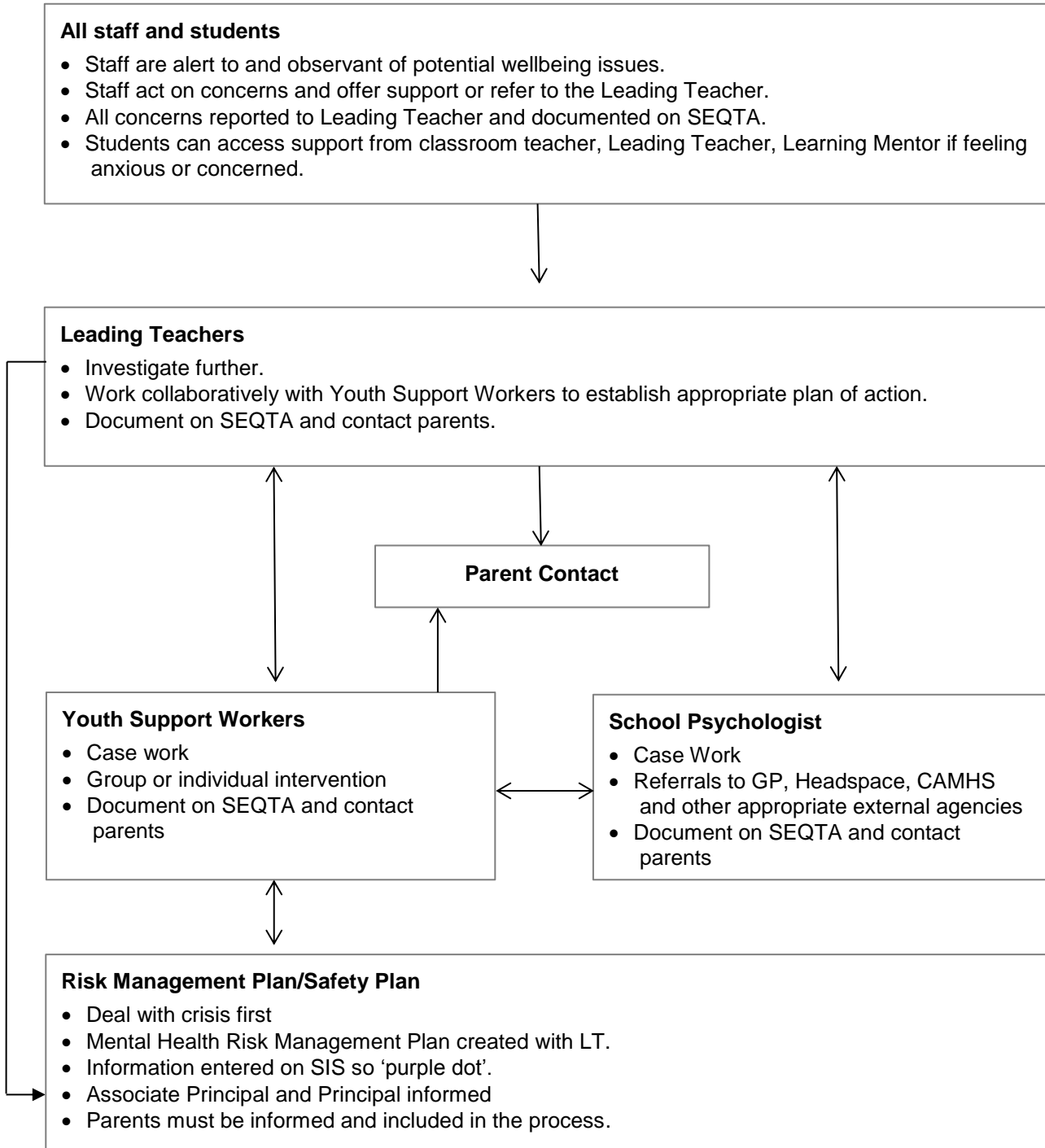


Figure 1 Wellbeing Action Plan

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## 5 PASTORAL CARE PRINCIPALS

Principle	Definition	What does that look like?	Responsibility
Proactive, preventative pastoral care	Activities and educational processes that anticipate 'critical incidents' in children's lives and aim to prevent and reduce the need for reactive casework.	<p>Community: Asking for help is 'normalised' and encouraged. E.g. Student access to Learning Support Mentors, Youth Support Workers, School Psychologist, Leading Teachers and 2ICs, Peer Support Mentors.</p> <p>Community/Contact: Building relationships and facilitating teamwork through collaborative activities that focuses on our core values and Code of Conduct. Peer Support Leaders leading students through activities that reinforce or core values of Respect, Inquiry, Resilience and Aspiration.</p> <p>Every day , every lesson: Building relationships and facilitating teamwork through collaborative activities will allow for building of authentic relationships and encouraging peer to peer mentoring E.g. collaborative group work in class, peer feedback , team challenges, role modelling, vision boards</p> <p>Co-Curricular: Students actively involved in decisions that impact on their wellbeing through the curriculum, pastoral care processes and identification of wellbeing priorities. Engagement in student leadership positions and contact classes will allow student voice to be strengthened. E.g. Peer Support Leaders, Student Council, House Leaders, Sport Captains</p> <p>Co-Curricular: Students involved in a range of activities and programs eg Full Throttle, MPower Girls, Revvd Up, Indigenous Program, Peer Support Program, CHAT, PCYC Outreach Program, RU Legal, relevant guest speakers. Programs led by Youth Support Workers, Contact Teachers, Peer Support Coordinators as well as Student Councillors will support students to become caring and active citizens within their community.</p> <p>Co-Curricular: Youth Support Workers promote our core values of Respect, Inquiry, Resilience and Aspiration through structured activities E.g. Safe Internet Day, Values presentations during weekly sessions.</p> <p>Co-Curricular: Parent involvement in parent workshops, SEQTA, pastoral care, parent working party to address key areas across the college.</p>	<p>Students</p> <p>Parents</p> <p>Learning Support Mentors</p> <p>Youth Support Workers</p> <p>Contact Teachers</p> <p>Leading Teachers Associate</p> <p>Principal Marketing and Media</p>

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Principle	Definition	What does that look like?	Responsibility
Developmental pastoral curricula	Curricula developed to promote personal, social, moral, spiritual and cultural development and wellbeing through distinctive programmes, tutorial work and extracurricular activities.	<p>Curriculum opportunities for promoting wellbeing are planned for and mapped out school wide as outlined in curricular documents. Particular consideration is given to the social and emotional aspects of wellbeing.</p> <p>Curricula focus on developing skills: communication, collaboration, problem solving, and resilience.</p> <p>Contact focus on our core values of Respect, Inquiry, Resilience and Aspiration driven by Peer Support Mentors and Youth Support workers.</p>	<p>Students</p> <p>Learning Support Mentors</p> <p>Classroom Teachers</p> <p>Leading Teachers</p>
The promotion and maintenance of an orderly and supportive/collaborative environment	Building a community within the school, creating supportive systems and positive relations between all members of the community, and promoting a strong ethos of mutual care and concern.	<p>School values are explicit and visible in all aspects of school operations and practices. These are explicit in our student Code of Conduct which is centred on the core values of: Respect, Inquiry, Resilience and Aspiration.</p> <p>The strengths and potential of students, teachers, parents and the community is the focus for promoting and responding to wellbeing.</p> <p>Opportunities are provided for all students to explore effective leadership, to consider role models in the community and to apply for one or more of the many leadership roles available to them. The leadership opportunities include:</p> <p>Peer Support Mentor</p> <p>Student Council/Contact Leader</p> <p>Student Wellbeing Captains</p> <p>Media Team Leaders</p> <p>House Captains</p> <p>JBSC Reward Points and House Points Participation in whole school events: Safe Internet Day World's Greatest Shave, Harmony Day, R U Ok Day, National day against Bullying, NAIDOC</p>	<p>Students</p> <p>Parents</p> <p>Learning Support Mentors</p> <p>Youth Support Workers</p> <p>Contact Teachers</p> <p>Leading Teachers</p> <p>Associate Principal</p> <p>School Psychologist</p>

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Principle	Definition	What does that look like?	Responsibility
Reactive pastoral casework	'Open door' guidance and counselling, peer support and mentoring, welfare network (link between school, home and external agencies such as social services).	Restorative approach that focuses on accountability, healing and needs. Referrals to external agencies: Headspace, Canteen, Arafmi Centre, Care Mercycare, Reconnect Youth Focus, Child Protection and Family Services, School TV <a href="http://jbsc.wa.schooltv.me">jbsc.wa.schooltv.me</a>	Students Parents Learning Support Mentors Youth Support Workers Leading Teachers Associate Principal School Psychologist
The management and administration of pastoral care	The process of planning, resourcing, monitoring, evaluating, encouraging and facilitating all of the above.	Continual Improvement focus driven by data Balanced focus on wellbeing and achievement. Providing layers of support: systems, people and initiatives 'wrap around' students. Making implicit school values explicit. Restorative practices.	Youth Support Workers Leading Teachers Associate Principal School Psychologist

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## 6 SCHOOL STRUCTURES

Pastoral care is interwoven into the very fabric of the College and is seen as a collaborative partnership between students, parents and staff. We strive to create a community where students feel safe, valued, connected, have a strong sense of belonging and of being valued and listened to. These elements provide an essential platform for the individual growth and success of each student.

Pastoral care is provided to students at the College through a vertical structure in Middle School (Years 7-9) and a horizontal structure in Senior School (Years 10-11) based on the Professional Learning Communities they are placed in. They are further supported in their Contact classes by their Contact Teacher. These classes meet every Monday morning to check notices and provide opportunities for goals setting and monitoring of attendance and behaviour of each student.

Pastoral care is implemented formally and informally through daily interactions with classroom teachers, Contact Teachers, Leading Teachers, Learning Support Mentors, School Psychologist, Youth Support Workers and the Associate Principal. School leaders recognise the importance of smooth transitions to enable students to settle into their new environment with minimal disruption to their learning. Strong relationships across the community allow teachers to share information about students transitioning to school. Teachers are then better able to tailor the curriculum to meet their needs and students settle quickly to their learning.

## 7 WELLBEING IN THE CURRICULUM

A focus on wellbeing ties together the curriculum's vision, principles, values, key competencies and learning areas. Wellbeing clearly positions learners and their development as confident young people at the centre of what we do.

The importance of explicit teaching is highlighted to achieve desired outcomes for students. Teachers promote practices that enable students in each classroom and other learning groups to work as caring, inclusive and cohesive learning communities.

- Nurturing student needs that support their learning (reinforcing effort, providing feedback, setting objectives)
- Teaching students how to support one another's learning (cooperative learning, peer feedback, inquiry focus)
- Being seen by their students as caring about their learning (authentic relationships,
- Creating the environment for learning (non negotiables, high expectations, common language)

In addition there is a focus on core health and wellbeing concepts in particular learning areas.

Health and Physical Education:

Year 7: Learning about themselves, Cyber Safety, Alcohol and Drug Awareness, Puberty, Resilience and Diversity, Nutrition and Fitness

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Year 8: Values, Beliefs and Attitudes, Mental Health, Drugs and Alcohol, Sexual Reproduction System, Sexual Identity, Bullying, First Aid and Sun Safety, Lifestyle Diseases

Year 9: Fitness, Drugs in Sport, Contraception, Growth & Development, Lifestyle Improvement

## 8 ROLES OF STAFF AND STUDENTS

### 8.1 CONTACT TEACHER

Contact Teachers play an integral role in the Pastoral Care system throughout the College where they are often the first and last point of contact for students on any school day. Their main responsibility for Pastoral Care and Wellbeing is:

- Get to know the students in their contact class and develop authentic relationships. Contact teacher to coordinate activities that purposefully build positive peer to peer student relationships and student to teacher relationships.
- Investigate and follow up on attendance discrepancies/concerns or congratulate on outstanding attendance. Share ongoing concerns with Community Leadership Team.
- Develop a sense of 'with it' and look for signs and signals of bullying.
- Set targets for attendance improvement where appropriate.
- Track subject grades (targets set twice per term) and review targets with students and relevant teachers.
- Investigate any pastoral care concerns with other community teachers and students.
- Feedback concerns and actions to Teachers/LT/Community.

### 8.2 CLASSROOM TEACHER

- Get to know students and develop authentic relationships.
- Encourage students to set high standards and to develop into resilient young people, capable of realising their full potential.
- Maintain high expectations for students and set targets for academic improvement.
- Observe students and develop positive relationships with students out of the classroom.
- Develop a sense of 'with it' and look for signs and signals of bullying
- Share pastoral care concerns with the Leading Teacher and collaborate with other members of the community to ensure a shared care approach.
- Feedback concerns and actions to other Teachers/LT/Community.
- Where appropriate, facilitate restorative conversations between peer to peer to repair relationships.
- Communicate with parents re concerns raised and actions that have been put in place school wide.

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### 8.3 HOUSE LEADER

- Get to know students and develop authentic relationships during team games and group challenges.
- Develop skills and strategies related to team building and group changes that focus on resiliency, team spirit, leadership, collaboration
- Encourage students to set high standards and to develop into resilient young people, capable of realising their full potential.
- Observe students and develop positive relationships with students out of the classroom.
- Develop a sense of 'with it' and look for signs and signals of bullying
- Feedback concerns and actions to other Teachers/LT/Community.
- Where appropriate, facilitate restorative conversations between peer to peer to repair relationships.
- Communicate with parents re concerns raised and actions that have been put in place school wide.

### 8.4 YOUTH SUPPORT WORKER (YSW)

- Support students who have been identified through their Leading Teacher/Associate Principal as requiring additional pastoral care support.
- Mentor and counsel students.
- Set targets with identified students
- Develop relationships with external agencies, to continue to strengthen the supports offered to students.
- Daily drop-ins at recess at break-times to provide students with the opportunity to share/discuss concerns which are impacting them.
- Lead programs with groups of students across the whole school community to continue to develop student resiliency.
- Engage in ongoing restorative work students who have been identified as bullying/targeting other students.
- Engage in whole school approaches to support the vision and values of the college.
- Liaise with Leading Teacher and Associate Principal to reduce gaps and cater to the needs of students.

### 8.5 LEADING TEACHER/2IC

- Promote a clear vision for the pastoral care and wellbeing of students: specific wellbeing goals in their strategic plans, with targets to work towards.
- Maintain regular reports on progress towards wellbeing goals and actions needed to enhance progress.
- Conduct regular community assemblies to build the culture and communicate key messages.

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- Investigate concerns raised for pastoral care and wellbeing.
- Where appropriate, facilitate restorative conversations, peer to peer and student to teacher to repair fractured relationships.
- Use data (attendance, academic, behaviour) to identify students who require support.
- Organise case meeting/conference to discuss ongoing concerns.
- Organise internal/external support for students.
- Communicate information such as parent/student illness, bereavement and other sensitive information to relevant members of staff such as, Teachers, Psychologist, LSM and YSW to wrap support around the student and family.
- Liaise closely with key stakeholders with regard to case conferences, case meetings, referrals.

## 8.6 LEARNING SUPPORT MENTOR

- Provide support/advice/strategies to teachers/students, for students who are struggling with their learning.
- Check-in regularly with students who have been identified through community collaboration.
- Build rapport and trust with students.
- Identify and alert relevant staff to students who require pastoral care support.

## 8.7 SCHOOL PSYCHOLOGIST

- Provide support/advice/strategies to teachers/students, for students who are struggling with their learning.
- Check in regularly with students who have been identified through community collaboration.
- Build rapport and trust with students.
- Identify and alert relevant staff to students who require pastoral care support.
- Organise case meeting/conference to discuss ongoing concerns.
- Organise internal/external support for students.
- Liaise closely with key stakeholders with regard to case conferences, case meetings, referrals

## 8.8 ASSOCIATE PRINCIPAL

- Lead strategic planning; development of policies; school systems; relationships throughout the community and into the classroom.
- Promote a clear vision for the pastoral care and wellbeing of students: specific wellbeing goals in their strategic plans, with targets to work towards.
- Maintain regular reports on progress towards wellbeing goals and actions needed to enhance progress

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- Revisit regularly the culture to strengthen it with existing staff to ensure expectations are met. These actions ensure on-going sustainability and provide opportunities to refine the culture.
- Liaise closely with key stakeholders with regard to case conferences, case meetings, referrals

## 8.9 STUDENTS

- Maintain respectful relationships in school and the wider community
- Use social media in an appropriate manner and refrain from targeting other students/community members.
- Report concerns to their Contact Teacher/Teacher/Leading Teacher/2IC/Learning Support Mentor/Youth Support Worker or other member of staff whom they have developed an authentic relationship and they can trust.
- Set targets for academic improvement and high attendance.
- Take advantage of the various co-curricular and student leadership opportunities and contributing positively to the college vision.
- Contribute actively to decision making that impact on their wellbeing through the curriculum, pastoral care processes and identification of wellbeing priorities.

## 8.10 PARENTS

- Support the vision and values of the college.
- Report concerns to their Contact Teacher/Teacher/Leading Teacher/2IC
- Support students and teacher with targets set for academic improvement and high attendance.
- Maintain positive relationships with college and wider community
- Encourage their child to take advantage of the various co-curricular and student leadership opportunities and contribute positively to the college vision.

## 9 BULLYING

At Joseph Banks Secondary College, we believe the rights of all, particularly staff and students, are to be respected at all times. Building respectful relationships is fundamental to our college vision and we are committed to addressing bullying and cyber bullying as outlined in our Respectful Relationships Policy which can be found on our website. We expect our students to be free from all forms of bullying and harassment. The prevention of bullying is addressed explicitly with students within the curriculum throughout the school year. Reminders are given during whole school, as well as, community assemblies.

### What does bullying behaviour look like?

Bullying is a repetitive attack, which causes distress not only at the time of the attack, but also by the threat of future attacks. It is a pattern of behaviour by one person towards another which is designed to injure, hurt, embarrass, upset or discomfort that person. It is characterised by an imbalance of power.

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**Bullying takes many forms and may include:**

- Verbal harassment: name calling, teasing, mocking, threatening, spreading rumours.
- Non-verbal harassment: gestures, staring.
- Written abuse: notes, graffiti, phone text messages, e-mail, use of Myspace, Facebook, memes, blogs etc.
- Physical harm: punching, spitting, kicking, and pushing.
- Exclusion: deliberately leaving someone out of an activity or ignoring him/her.
- Extortion: demanding money, food or favours.
- Interference with, stealing, of or damage to personal belongings.
- Gender discrimination or sexual harassment.
- Racism: offensive or aggressive behaviour directed at a person because of their perceived membership of a
- Race, culture or religion.

People can be involved in bullying behaviour either as individuals or members of a group. Students should not encourage bullying as bystanders. Research shows that removing by bystander support or bystander action is effective in limiting or stopping bullying behaviour.

**Possible signs to look for may be:**

- Physical: Torn clothing, frequent loss of possessions and or Money, unexplained injury, negative body language, changes in eating patterns, bullying behaviour towards siblings, health problems stemming from stress.
- Emotional: Personality changes, sleep disturbance, frequent tears, mood swings,
- Behavioural: Outbursts of temper, problematic behaviour, loss of interest in sporting or social events, withdrawal, unwillingness to leave the house, truancy and/or unwillingness to go to school, decline in work standards, increase in 'acting out' behaviour, withdrawal from peer group.

We believe that positive relationships develop when staff, students and parents work collaboratively, acknowledging each other's rights and collective responsibility. Framing our interactions in this positive manner, our Pastoral Care and Wellbeing Policy equips our students with the skills to build socially and emotionally healthy individuals. This is invaluable in establishing an anti-bullying culture. We acknowledge that this is a process that requires the support and collaboration of all stakeholders; staff, students, parents and the wider community. The college's Respectful Relationship Policy, (on our website [www.jbsc.wa.edu.au](http://www.jbsc.wa.edu.au)) provides our community with clear guidelines on the processes and procedures for dealing with bullying when it is identified. The school encourages and expects that students play a key role in the process by reporting all incidents of bullying so it can be stopped. Parents are encouraged to also refer to the 'Bullying No Way' website; [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au), as well as the Australian Government's website [www.esafety.gov.au](http://www.esafety.gov.au)

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