



Nano Nagle
NETWORK

EREA Nano Nagle Network Pastoral Care (Staff & Student Wellbeing) Policy

Policy number	NNN/PCSSWP/0420	Version	April 2020
Drafted by	Principal	Approved by	Principal
Responsible person	Principal	Scheduled review date	December 2020

Introduction

A fundamental belief for Catholic schools is that Jesus is seen in God's image and likeness in its human expression, and that Jesus' values and teachings show all people 'the way, the truth and the life' (John 14:6). In accordance with this belief, the EREA Nano Nagle Network (hereon in referred to as 'NNN') will promote values consistent with the gospel values of love, respect, compassion, tolerance, forgiveness, reconciliation and justice.

Purpose

The purpose of this policy is to guide the Network's approach to supporting the wellbeing of staff members and students in NNN Flexible Learning Centres.

Policy

NNN recognises that the wellbeing of young people and staff members is central to our mission to create vibrant and supportive learning communities. NNN will foster working and learning environments that promote the flourishing of all community members. The centrality of staff and student wellbeing will be embedded in each level of school operation, and will be evidence through things such as each school's vision statement, policies, procedures, teaching and learning curriculum, extra-curricular activities and services, positive behaviour support processes, family engagement, community partnerships, and school climate.

NNN will endeavour to create a community where:

- members experience a sense of safety, support, belonging and personal worth;
- members feel called to develop personally and empowered to act constructively;
- respect for persons and property, and acknowledgment of the rights of others are key obligations;
- each person's individuality, human dignity and freedom are respected;
- members are called to act compassionately and inclusively;
- personal responsibility and self-direction are promoted; and
- partnership with parents and carers as the primary educators are promoted.

AUTHORISATION

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Responsibilities

It shall be the responsibility of the **Principal** (or a delegated authority) to implement this policy and to monitor its performance.

It is the responsibility of the **Head of Campus/Campus Principal** to ensure that:

- They are familiar with the pastoral care policies and procedures, and that they follow them accordingly;

It is the responsibility of the **Principal** to ensure that:

- All **Head of Campus/Campus Principal's** are aware of their responsibilities in regard to pastoral care;
- **Head of Campus/Campus Principal's** are given continuous support and guidance to implement upholding the pastoral care policy.

Pastoral Care procedures

Definitions

Pastoral care in the context of this policy refers to the actions taken within the school by its leaders and community members to promote and enhance the wellbeing for all members of the community.

In Flexible Learning Centres, the key elements of wellbeing are:

- personal insight, regulation and development;
- building and maintaining nurturing relationships with others; and
- participating in an inclusive and democratic learning community.

Guidelines

Schools within the NNN will:

- Implement a EREA model of wellbeing to support school communities to operate in ways that are both culturally and socially inclusive, as well as attachment and trauma-informed;
- Enact appropriate policies and procedures to ensure the safety of all community members, in line with occupational health & safety, child safety and school registration standards;
- Employ a mix of staff including teachers and non-teaching staff (such as youth workers, social workers, speech pathologists, counsellors and psychologists) both at site level and as supporting roles on the NNN Team;
- Involve staff members, young people and their carer(s) in decisions that affect them through information provision, consultation and collaboration;
- Work with each young person and their carer(s) to develop a personal learning plan that respects their learning goals, vocational aspirations and educational history;
- Provide young people with practical supports such as transport, transport training or transport allowances, meals, individual timetables, private parenting spaces, clothing and personal care products in order to overcome barriers to school attendance and engagement;
- Support respectful interactions between all members of the school community, through appropriate staff training, curriculum and addressing challenges or disputes in a collaborative and restorative way;
- Celebrate the diversity, strengths and successes of the school community and its members through regular community meetings, awards, and celebration days;
- Develop a suicide postvention toolkit to guide the school's response in the event that a community member suicides or attempts suicide;
- Provide staff and young people with opportunities for reflection, and to explore and practice their faith in the spirit of inclusion;
- Provide each staff member with an induction, as well as ongoing supervision, training and debriefing;
- Continually review and further develop practice in line with community needs and professional standards, through TOP days and other collaborative forums;
- Foster appropriate leadership skills and leadership development opportunities in all sections of the community;

- Provide formal and informal communication to both internal and external school/non-school members through:
 - newsletters
 - the EREA website
 - end of semester reports and
 - annual school reports.

Related documents

- *NNN Supervision Policy*
- *NNN Child Safety Policy and Code of Conduct*
- *FLC's respective Suicide Postvention Toolkit*

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