



ST.BRIGID'S  
COLLEGE

## St Brigid' College

### PASTORAL CARE OF STUDENTS POLICY

An integral expression of the College's mission, vision and values, St Brigid's Pastoral Care Policy is that all students will be provided with a safe and secure learning environment in which they feel cared for and challenged to reach their potential intellectually, spiritually, physically, morally, aesthetically, socially, and emotionally. The aim will be to empower students to take a leadership role in society when they leave school.

St Brigid's College is an accredited IB (International Baccalaureate) School. An IB education is holistic in nature – it is concerned with the whole person. Along with the cognitive development, IB programmes and qualifications address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on processes and the outcomes of internationally minded learning, while supporting 'inclusion' for all students. IB programmes aim to develop international mindedness in a 'global context'.

Active pastoral care means that the individual is the focus. This care is at the heart of all aspects of the curriculum and is exercised by all members of the College.

### RATIONALE

This means that students must be responsible for ensuring that:

- They have a genuine pursuit of knowledge and a commitment to achievement of their personal excellence;
- They show openness to learning in all activities and aim to develop a sense of personal meaning;
- They show respect and concern for others and their rights;
- They actively participate in the life of the College and contribute to community service for the common good; and,
- They care, respect and take pride in the environment.



It is the College's responsibility to:

- Provide rich learning opportunities in the spiritual, intellectual, physical, moral, cultural, social and emotional domains of human experience, and empower students to take a prominent role in society when they leave the College.
- Monitor, report and reward student progress towards their personal potential;
- Ensure that each student is afforded respect, dignity and care in an environment free from harassment and discrimination;
- Provide opportunities for community service and student leadership appropriate to the developmental needs of the student.

**See the following related policies: IB – MYP ‘From Principles into Practice, Anti-Bullying policy, Substance abuse policy; Crisis Management Policy**

### **International Students**

Much of what is needed to know about being an International Student in Australia is outlined in a document found at the following link [https://aei.gov.au/Regulatory-Information/Documents/ESOS%20Framework%20fact%20sheet%20final%20draft%209%20May%202014%20\(2\).pdf](https://aei.gov.au/Regulatory-Information/Documents/ESOS%20Framework%20fact%20sheet%20final%20draft%209%20May%202014%20(2).pdf) This document should be read in conjunction with the St Brigid's College Pastoral Care Policy.



# PROCEDURES

## MANAGING STUDENT BEHAVIOUR - SECONDARY

### A. Minor Breaches of College Rules



Minor breaches should be dealt with by the teacher, with appropriate strategies put in place. (These may include contacting parents).



If inappropriate behaviour continues, teachers complete Behavioural Report and give a copy to the appropriate Year Team Leader or Curriculum Team Leader (for curriculum specific problems) and Homeroom Teacher.  
The relevant Team Leader will follow up the teacher to discuss further strategies.



If misbehaviour continues, speak with the Year Team Leader



If inappropriate behaviour continues, the Year Team Leader refers student to the appropriate Deputy Principal. Team Leader will advise staff of the outcome.

### B. For More Serious or Repeated Breaches of College Rules

*e.g. Serious and/or repeated cases of insolence, verbal abuse, harassment, truancy, stealing, etcetera*



Teacher takes appropriate immediate action and reports the incident to the Year Team Leader



Parents are contacted by the Year Team Leader who makes inquiries and informs the appropriate Deputy Principal, and relevant Class/Homeroom Teacher and the teacher concerned.



If misbehaviour continues, the Team Leader refers to the Head of Secondary who will advise staff and the Principal of the outcome.

### C. For the Most Serious Breaches of College Rules

*E.g. physical assault, serious or repeated cases of harassment or stealing, consumption/possession of legal or illicit drugs, frequent truancy etcetera.*

The teacher ensures that the relevant Year Team Leader and Deputy Principal are contacted. The Deputy Principal deals with the incident, briefs relevant staff and ensures that documentation is completed and placed on the student's file.



The Principal is briefed by the Deputy Principal and parents contacted.

*Note: It is essential that documentation for all dealings with students be maintained for everything apart from the most minor of infringements and those copies are placed in the student's file. It is the responsibility of the relevant Year Team leader and Deputy Principal to ensure that documentation is placed on the student's file and that relevant staff members are informed of the outcomes.*

## SUSPENSION OF A STUDENT/FORFEITURE OF ENROLMENT

For breaches of College rules other than most serious, internal suspension may occur for short periods of time. For most serious breaches of College rules, external suspension and forfeiture of enrolment may apply and will involve the Principal and Deputy Principal.

## RECOMMENDED RESPONSES TO INAPPROPRIATE BEHAVIOUR

- *Direct discussion with the student pointing out the unacceptable behaviour. **No other steps in the correction process can take place until this has been undertaken.***
- *Contacting parent/guardians/Boarding house mothers – this is to be encouraged. Please ensure that details of the contact are passed on to Year Team leaders to record in the student's file.*
- *Use of the strategies for dealing with rule infringements – see above.*
- *Natural justice ( litter- pick up litter)  
Lunchtime detentions are to be given for uniform or punctuality offences. Year team leaders will give weekend detentions for 3 or more lunchtime detentions in a term.*
- *Discussion with the student's Class/Homeroom teacher, relevant Year Team Leader/Deputy Principal.*
- *Behaviour contracts in liaison with the Year Team leader.*
- *Brief detention to discuss/correct student behaviour (separate to School Service). This should be avoided after school due to bus schedules unless there has been negotiation with the parents.*
- *School Service – this must be authorised by the Head of Sub School.*
- *If removal from the classroom is necessary, send student to pre-arranged "buddy" classroom. This must be arranged through the relevant Learning Area Team leader and followed up with the Year Team leader.*

## INAPPROPRIATE METHODS OF CORRECTION

- *Writing lines.*
- *Extra school work (unless related to an academic problem).*
- *Any form of corporal punishment.*
- *Sarcasm, ridicule or abuse.*
- *Group correction for individual misbehaviour.*
- *Sending a student from the classroom and/or ignoring her/him. Students sent from the room must be sent out for no more than 5 minutes and must be visible to the teacher from the front of the classroom.*
- *Referral of a student to a Team Leader or Deputy Principal for minor infractions (unless in the case of recidivism). If a student is sent to the Deputy Principal please provide a note with brief details of the incident.*

### References:

*National Safe Schools Framework  
Catholic Education Commission of Western Australia – Handbook for Catholic Schools. POLICY Date: 2012 Due for Review: 2014  
Education Services for Overseas Students (ESOS) Framework.*

