



Pastoral Care Policy

Policy Document Information

Policy Name:	Pastoral Care Policy
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Compliance	
Board of Studies	Registered and Accredited Individual Non-government Schools (NSW) Manual May 2012 (incorporating changes from 2004 to 2012)
Department of Education, Employment and Workplace Relations	Commonwealth Schools Assistance Act 2008
Legislative requirements	NSW Education Act 1990
Other Policy Relationships	Child Protection Policy Student Welfare Policy Managing Student Behaviour Policy
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Introduction

Student **Welfare** refers to the mental, physical, emotional and spiritual well-being of the student. Accordingly, the provision of student welfare policies and programs is essential in developing a sense of self-worth and fostering personal development. Because of the comprehensive nature of the school curriculum, student welfare will be affected by a range of matters.

It is noted that some school-based activities will be subject to a variety of 'policy areas'. It is also noted that each policy is not mutually exclusive, that is, there are implicit and explicit interrelationships between many policies.

Safe and Supportive Environment

All staff members must ensure students have a safe and supportive environment. A safe environment for students is one where the risk of harm is minimised and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification. A supportive environment facilitates and enhances the social, academic, physical and emotional development of students. (*Registered and Accredited Individual Non-government Schools (NSW) Manual Section 3.6.2*)

Pastoral Care for Students

The notion of pastoral care for students underpins the range of teaching and support tasks undertaken by teachers and administration staff. This approach is reflected in all policy documents and procedural documents. However, for the purpose of clarity, this policy document outlines the philosophical and practical approach to pastoral care at Kuyper Christian School.

Each individual student has value and worth as a human being created in the image of God. That is, students are 'Fearfully and Wonderfully Made'. Therefore, it is common practice for teachers to refer to students by first name, caring to ask students how they are, ensuring that students can respond respectfully in class with a different opinion, sharing with students as brothers and sisters in Christ at selected devotional times, graduation ceremonies that acknowledge each student by name.

The school undertakes to make all reasonable steps to nurture spiritual growth with a devotional emphasis in the daily and annual program such as Homeroom devotions and prayer, devotions in Assembly, class camps, and lunch-time Christian group(s).

The school undertakes to make all reasonable steps to nurture the mental, emotional and physical well-being of each student; often in collaboration with the student's

parents, for example, class camps, visiting expert speakers, access to counselling services, parent-student camps, 'buddy support' systems and a sporting program.

The school undertakes to make all reasonable steps to develop and nurture moral character according to the Christian pattern. For example, challenging issues in the devotion program.

The school undertakes to make all reasonable steps to help students develop a sense of self-worth, self-respect, self-discipline and satisfaction in a job well done, and to pursue the realization of their potential in every facet of life. For example, student leadership, responsible class tasks, homework given and completed, praise and encouragement for effort across the academic and behavioural spectrum, graduation ceremonies that acknowledge each student by name and high standards of uniform and speech.

The school undertakes to make all reasonable steps to train and encourage each student to exercise good manners, courtesy and respect for themselves and others in all social relationships (camps, buddy support systems, responsible tasks, student leadership and high standards of uniform and speech).

The school undertakes to make all reasonable steps to equip each student that he or she might become a man or woman whose life reflects the love of Christ through service in the community as an influence for good.

The school undertakes to make all reasonable steps to nurture student relationships with their family. For example parent-student camps, parent-teacher interviews and parental involvement in daily school life.

The school undertakes to make all reasonable steps to encourage responsibility in leadership, for example, student leadership teams, buddy support program and responsible tasks.

Pastoral Care for Staff

The notion of pastoral care for staff underpins the range of support structures available to teachers and administration staff. This approach is reflected in all policy documents and procedural documents. However, for the purpose of clarity, this policy document outlines the philosophical and practical approach to pastoral care at Kuyper Christian School.

The school Leadership team and the Board undertake to make all reasonable steps to provide an environment that is pleasant and conducive to their well-being.

The school Leadership team and the Board undertake to make all reasonable steps to affirm their delegated authority to educate the students and to encourage them in this task.

The school Leadership team and the Board undertake to make all reasonable steps to deepen their spiritual knowledge and experience, by providing opportunities for refreshment and growth: to encourage them to manifest the fruit of the Spirit; for them to be mutually supportive and accountable to each other, as well as to the wider school community.

The school Leadership team and the Board undertake to make all reasonable steps to provide as many opportunities as possible, within guidelines, to be involved in the life of the school.

The school Leadership team and the Board undertake to make all reasonable steps to encourage staff to deepen their spiritual knowledge and experience.

The school Leadership team and the Board undertake to make all reasonable steps to encourage staff to respect parental input.

Prevention of Bullying

The Board, staff and students agree that bullying is inappropriate conduct. Therefore, as a school, all community members will endeavour to consistently take actions to create a school culture that disapproves of bullying in all its forms and through all age groups within the school community.

Bullying Defined - (refer Managing Student Behaviour Procedures)

Bullying is the repeated oppression (psychological or physical) of a less powerful person by a more powerful person or group of persons.

Bullying behaviours may include-

Physical Actions

Hitting, kicking, pushing, shoving, property damage, things thrown to inflict hurt, inappropriate touching, intimidation

Verbal Actions

Verbal intimidation, jokes, comments about looks, ridicule, rude remarks, gossip, racist comments

Exclusion Actions

Isolated from students, ignoring, exclusion from school and out of school activities, choosing groups/teams

Social Relations Manipulation

Manipulation of friends, asking others to exclude, turning friends against each other

Prevention Approaches

Preventing and responding to irresponsible behaviour of students is not enough. All staff at Kuyper Christian School should emphasise appropriate positive and socially acceptable behaviour to help a student act responsibly and develop Christian values during their time at the school. Students are more likely to grow into caring people if they know they are cared about.

Therefore, a mission to become a 'bully free' school is contingent upon the following responsibilities for both students and staff.

Responsibilities of Students

- Help others feel safe and happy
- Help others learn
- Respect other people
- Respect and care for other people's property
- Assist in keeping the school clean and tidy

Responsibilities of Staff

- Make every effort to value others in the school community.
- Ensure a professional approach to all duties within the school context.
- Provide a quality education program for students which caters to individual and cohort needs.
- Treat all in the school whether parents, teachers or children with care, courtesy and consideration
- Offer support to staff within the leadership team.
- Promote a safe, supportive environment for others.
- Continually inform parents of the program conducted with their children and the progress they are making, and offer them opportunities to be involved
- Ensure there are opportunities for all children.
- Promote a clean, tidy and orderly environment and take responsibility for common areas.

1 Chaplaincy

Kuyper has the services of a chaplain subject to ongoing funding. Christian faith and values are integrated into all aspects of the Curriculum, The role of the Chaplain is very much one of mentoring faith and offering support. The Chaplain is not the School Counsellor and must refrain from stepping outside their pastoral role. If in doubt refer the case to the principal for clarification and direction. It is important that the role does not detract from the goal of all

teachers to teach Christianly and that it actually strengthens and enhances this distinctive of a parent controlled Christian school.

Tasks of the Chaplain

- Modelling an authentic Christian walk
- Supporting student led lunchtime bible studies/ discussion groups
- Visiting classes and supporting staff in Pastoral Care programmes when requested
- Making themselves available for students should they wish to discuss issues (not replacing the role of a trained Counsellor)
- teach Biblical Studies.
- Leading Staff Devotions
- Encouraging students, parents and staff
- develop teaching materials that are consistent with the values and beliefs of the school community.
- Staff referrals for students needing mentoring or encouragement
- Supporting the principal in the implementation of the Critical Incident Policy should a situation arise