

MOAMA ANGLICAN GRAMMAR SCHOOL



## PASTORAL CARE POLICY

<b>POLICY TITLE</b>	<b>PASTORAL CARE POLICY</b>
<b>POLICY TYPE</b>	<b>MANAGEMENT</b>
<b>DATE POLICY SIGHTED/RATIFIED BY BOARD</b>	<b>22 July 2013</b>
<b>BOARD APPROVAL (SIGNATURE OF BOARD REPRESENTATIVE)</b>	<b>G Danher</b>
<b>LEGAL ADVICE SOUGHT</b>	<b>AIS</b>
<b>DATE OF POLICY REVIEW</b>	
<b>PERSON RESPONSIBLE FOR POLICY DISSEMINATION</b>	<b>PRINCIPAL</b>
<b>PERSON RESPONSIBLE FOR MONITORING AND IMPLEMENTATION</b>	<b>HEAD OF PASTORAL CARE</b>

<b>Controlled Copy</b>	Revision No.	Issued On	Amend No.	Page No.
M:\ADMIN\_PRIN & BM\Policies and Procedures\Policies 2015 checked by GE\PASTORAL CARE POLICY.docx				1 of 4

# PASTORAL CARE POLICY

## STATEMENT OF CONTEXT AND PURPOSE

The school's mission is to provide the knowledge, character development and sense of community which will enable each student to achieve their personal best in a caring and safe environment: one in which our students can learn and grow spiritually, intellectually, socially, morally, aesthetically and physically.

We aim to provide a relevant, liberal education focusing on Christian values, attitudes and behaviour so that these may influence each aspect of the school's life in a manner sensitive to the Christian ethos and cultural backgrounds representative of the school community.

We aim for and practice the establishment of a supportive culture characterised by genuine care for others. We believe it is our responsibility as an Anglican School to teach more than academic achievement. We also cultivate learning for living. We advocate for honour and integrity, a love of learning and a love of others, resilience and independence, consideration, cooperation, encouragement and wellbeing. We believe in the innate capacity of each child to grow and to contribute positively to our community. Pastoral Care is the school's expression of our concern for each individual.

## SCHOOL STRUCTURE

The school has been divided into three sub-schools (Junior K-4, Middle 5-8, and Senior 9 -12) each with its own Head of School. Heads of School will have assistants where the sub-school size warrants such appointments.

The school has appointed a Head of Pastoral Care. This person is responsible to the Principal for the development and delivery of the Pastoral Care programs of the school, assisted by the Heads of School, the Assistant Heads of School, the Chaplain, other counsellors and teachers. The Head of Pastoral Care also works in conjunction with other Executive members to monitor and support student and staff wellbeing.

The class teacher (Primary) and Tutor (Secondary) is the child's key Pastoral Care person in the school and should be the parent/carers first contact in relation to the child's wellbeing.

## RELATIONSHIPS

At the heart of good teaching is the quality of the relationships within the school. The ways in which people interact with each other significantly affects each person's self-worth, belonging and wellbeing. Everyone in the school community has a right to be respected and a responsibility to foster quality interpersonal relationships amongst teachers, students, parents, support staff, and the broader community. Similarly, all members of staff have a significant role to play in modelling the importance of building and maintaining relationships grounded in mutual respect; dignity; fairness; reconciliation; restoration; compassion; and justice. It is important that all staff are known as caring, compassionate adults who take a

Controlled Copy	Revision No.	Issued On	Amend No.	Page No.
M:\ADMIN\_PRIN & BM\Policies and Procedures\Policies 2015 checked by GE\PASTORAL CARE POLICY.docx				2 of 4

genuine interest in the lives of their students and who set appropriate boundaries within those teacher-student relationships.

## **BELIEFS**

In keeping with our Core Values, we believe that:

- all students have the right to learn and play in a safe, inclusive and supportive environment and without unwanted interference
- respect should be given to and received by all
- students cannot learn effectively if relationships at school are damaged
- a restorative approach focuses on repairing the harm done to people and relationships, rather than on punishing offenders
- behaviour management should be holistic with the focus being directed to the behaviour or action and not the individual
- students should be aware of consequences so they take responsibility for their behaviour and develop self-control;
- a consequence is a result of an action and consequences must always be fair.

Therefore, the school will not tolerate any action that undermines a person's right to feel safe, respected, and to learn. Any reports of wrongdoing will be investigated thoroughly.

## **RESTORATIVE PRACTICES**

A Restorative Practice model underpins the school's Pastoral Care policy, procedures and programs. We see conflict as an opportunity to foster learning and build better relationships. Therefore, those involved in conflict are key stakeholders in the process of resolution. We use Restorative Practices to help restore relationships that have been damaged by a wrongdoing, be it a playground conflict, bullying or misbehaviour, and to engage students in meaningful dialogue in order to help students to change their behaviour.

Restorative Practice puts repairing harm to relationships and people over and above the need for assigning blame and dispensing punishment. Keys skills that are embedded within restorative practices include:

- Active listening
- Facilitating dialogue
- Restorative questioning
- Problem solving
- Expressing emotions
- Empowering others to take ownership of problems

Central to Restorative Practice is the conducting of restorative conferences (see below) amongst all parties involved in incidents of bullying in order to achieve reconciliation.

Our restorative approach assists students to take responsibility for their own actions and work with those who are affected by their actions to repair the harm done. We believe this

<b>Controlled Copy</b>	Revision No.	Issued On	Amend No.	Page No.
M:\ADMIN\_PRIN & BM\Policies and Procedures\Policies 2015 checked by GE\PASTORAL CARE POLICY.docx				3 of 4

approach promotes respect, co-operation, collaboration, communication, problem-solving and self-responsibility. Also, it encourages students to change their behaviour, restore damaged relationships, be forgiven, and to move forward with a positive attitude.

The school's Restorative Practices approach is outlined in the Pastoral Care-Restorative Practice Behaviour Manual.

**Principal**

Moama Anglican Grammar School

<b>Controlled Copy</b>	Revision No.	Issued On	Amend No.	Page No.
M:\ADMIN\_PRIN & BM\Policies and Procedures\Policies 2015 checked by GE\PASTORAL CARE POLICY.docx				4 of 4