



Coogee Boys' Preparatory School

Safe and Supportive Environments

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Coogee Boys' Preparatory School

Pastoral Care Principles and Practices

1. Rationale

Coogee Boys' Preparatory School's understanding and practice of pastoral care includes: respect, compassion, tolerance, forgiveness, partnership, reconciliation and justice. This underpins our student welfare and discipline policy and helps create a safe and supportive environment for our students.

Pastoral care of students in the context of this policy refers to action taken within a school by its leaders and community members to promote and enhance student wellbeing of a personal, social, physical, emotional, mental or spiritual nature. Key elements of student wellbeing are positive self-esteem, respect for others, positive relationships, responsible behaviours and personal resilience.

Pastoral care of students is effected in many aspects of school life, and especially in a school's vision and mission statements, policies, procedures, programs, teaching and learning curriculum, student activities, student support, behaviour management processes, family engagement, community partnerships, and school climate.

The Coogee Prep policy on Pastoral Care and related policies and procedures incorporates areas such as special needs provision, student welfare and discipline, safe and supportive school environment (anti-bullying), and critical incident management. Such policies and procedures should be consistent with the principles expressed in this policy statement and be compliant with relevant legal requirements.

At Coogee Prep, we believe that Pastoral Care permeates all aspects of school life. It reflects the values we hold, our attitudes and actions and involves all members of our School Community. Our Pastoral Care Principles and Practices is evident across all School and associated policies.

The Principal, Head of School, Deputy Head and staff are primarily responsible for the implementation and coordination of the Pastoral Care Principles and Practices. Every member of staff has a responsibility to familiarise themselves with the above mentioned policies and to contribute to the implementation of this policy within the School.

2. Principles

1. Foundational to the nature of pastoral care at Coogee Prep is that every student is deserving of the inherent dignity that this implies, and all are created as social beings, with the mutual rights, obligations and needs that this implies.
2. Pastoral care at Coogee Prep affirms and gives expression to the belief that ***'the person of each individual human being, and the human person is the goal of the School.'***
3. Coogee Prep exercises its' pastoral responsibilities under the leadership of the Principal, Head of School and Deputy Head. Parents exercise their responsibility by providing positive support and collaborative engagement with the school in support of student and school community wellbeing.
4. Respectful and cooperative school-family relationships provide an effective channel of pastoral care for students. Schools and families share responsibility for developing and maintaining such relationships of trust, characterised by respect for the goodwill of the other and a willingness to engage collaboratively.
5. Student wellbeing is best achieved within our school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where inter-relationships are positive, where students experience connectedness and engagement, and where those experiencing difficulty or special need receive particular care and support.
6. Enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective pastoral care is therefore recognised as promoting the achievement of learning outcomes and thus contributing to the wellbeing of our students. Refer to the School Excellence Framework (2018) for further guidance.

7. An effective whole school approach to pastoral care requires age-appropriate behavioural education and skilling of students, and pastorally driven management of student behaviour through processes focused on both individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities.
8. An effective school, parent and community partnership offers opportunities for strong networks of support in pastoral care of students. Appropriate local services and agencies may be identified, and links or partnerships developed, to support the needs of students and their families, and to enhance the School's own pastoral initiatives.

3. Explicit Procedures for Pastoral Care

3.1 Policy development and review. The School's pastoral care policy, and all related policies and procedures, are developed collaboratively and reviewed periodically. The School will ensure that these reviews are published and readily accessible to staff, students, parents and guardians. These reviews are generally published within the School's Chronicle.

3.2 Safe and supportive learning environments. CBPS has policies and procedures in place to address issues of bullying, harassment and child protection. The Australian Student Wellbeing Framework (2018) is the appropriate model and resource by which our school can further develop, implement and monitor policies and procedures.

- *The School will only engage suitably qualified staff, volunteers, outside tutors and external providers who have satisfied all the necessary mandatory screening procedures (including, and in line with, the Ombudsman Act 1974, Child Protection Prohibited Persons Act 1998, the Child and Young Person Care and Protection Act 1998) and who are fully informed of their responsibilities under these various Acts*
- *The School will report and respond to any inappropriate conduct by members of the school community in accordance with the mandatory procedural reporting requirements of the Ombudsman Act 1974.*

4. Management of Critical Incidents:

Procedures are required for ensuring appropriate care for individuals and for the school community in times of stress, for example if there is a critical incident or a death in the school community. Support is available to school leadership personnel and Board of Directors through the AIS and associated professionals, i.e. Contacting or engaging external providers of care when needed.

5. Student Welfare and Discipline:

Student welfare and discipline at CBPS seeks to protect personal and school community safety, correct destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

6. Negotiated Transfer of Students in Circumstances of a Serious Nature

In some serious circumstances, a change of school or a move to an alternative setting may be judged the most appropriate means by which a student's wellbeing can be responsibly supported or restored. Such a change, known as negotiated transfer, offers opportunity for personal growth, and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated transfer between parent/school may also be an appropriate move by which the wellbeing of a school community can be protected (e.g. when a student's continuing presence poses a threat to that community's safety).

7. Serious Wrongful Behaviour and Expulsion of Students

Under the most serious and extreme of circumstances, when a student has repeatedly engaged in serious wrongful behaviour and all other appropriate behaviour management processes have proved unsuccessful and the serious behaviour persists, it may be judged that the only responsible action left is expulsion. Under these circumstances, only the Principal or Head of School under delegation has the authority to expel a student, and the CBPS Board of Directors will be informed.

The School has a number of school expectations, but the primary aim of the Pastoral Care Principles and Practices is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy aims to help all students to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Coogee Prep rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The Coogee Prep philosophical approach to Pastoral Care as outlined in this policy is fully supported by the procedures that occur within the school. They may contain minor procedural differences that reflect the differing ages and needs of each student, as well as the physical layout of the campus.

8. Explicit Guidelines for Pastoral Care

The aim of Pastoral Care is to treat each person in a respectful manner and to reflect this in our words and actions. This Pastoral Care Principles and Practices provides a framework in which students, staff and parents are aware of the expectations, responsibilities, consequences and support structures in place to ensure all members of the school community are treated with equality, respect and fairness.

8.1 Outcomes

- To create a school environment where we aim to teach self-discipline and responsibility
- To integrate pastoral care into all aspects of the daily life of the school
- To create a school environment where the rights of all are preserved and respected at all times
- To assist children to become responsible members of our society through the development of self-esteem, self-discipline and respect for the rights of others
- To provide guidelines for staff and students on procedures in the management of appropriate and inappropriate behaviour
- To inform parents of the Pastoral Care and Welfare and Discipline Policies and support parents in the task of guiding their children in becoming responsible members of society.

9. Implementation

Pastoral Care Guidelines for our students are implemented in the following manner:

- Encouraging students to learn and implement the values of the school in their interactions throughout the day
- Use of outside agencies or practitioners during the school day to assist students with Speech or Occupational Therapy
- Student Leadership opportunities for Year 6 students
- Buddy System whereby Year 6 act as buddies to Kindergarten students
- House System
- Orientation of new students – Kindergarten are assessed by the Infants Support Teacher and Class Teacher for their colour, letter and shape recognition as well as fine motor skills
- Enrolment throughout the year, where new students sit next to a different class mate every few days so they can get to know everyone. They are also allocated a buddy from their class to assist them ease in to the class and school routine
- Students with special needs includes identifying students at risk, assessment of their needs, application for funding support, meetings between the Class Teacher and parents, meetings between the Class Teacher, Infants/ Primary Support, Head of School or Deputy Head to develop an IEP and classroom support
- Principal's Awards are given to a student in each class during assembly. These are awarded for positive behaviour and outstanding merit
- Child Protection – all staff are familiar with the requirements under law of child protection and their responsibility toward each student
- Student Health – in service for all staff regarding first aid and other health concerns.

10. Pastoral Care for our staff is implemented in the following manner

- Mentoring - new teachers are allocated a senior teacher to mentor them during their first year at Coogee Prep
- New staff members are invited to meet existing staff. The Principal, Head of School, Deputy Head, Curriculum Coordinator, Sports Coordinator and Administration discuss the new teacher's class and responsibilities within the school
- All staff are encouraged to participate in professional development and to share their learning with staff during staff meetings
- Staff birthdays are celebrated

- At the end of each term a staff dinner is held, similarly, a staff lunch is held during the staff day at the beginning of each term
- Our anti-harassment policy encourages staff to be supportive and encouraging toward one another.

11. Pastoral care for our parents is implemented in the following manner

- Regular interviews to discuss their child's education (academic, social, emotional and sporting)
- Opportunities to discuss and contribute to policies and to provide social occasions for our community to get to know each other
- Provide parents with a Parent's Handbook, weekly Chronicle articles, the School website and Parent/Teacher mornings where policy and procedures are outlined
- Opportunities for parents to volunteer through classroom activities, art and excursions
- Ensure our communication with parents by the Chronicle or email is clear and regular
- Parents and Friends Association meetings and activities.

12. External Consultation

Coogee Prep does not have a Counsellor on staff. Any student (or family) needing specialist care will need to access services off site. The Head of School (in her absence the Deputy Head) has a list of recommended practitioners (Occupational Therapists, Speech Therapists, Paediatric and Child Psychologists, Educational Specialists, Family or Individual Counsellors), who she can recommend to parents.

13. Recommended Specialists

Dr Molly Tweedie	9398-5645
Dr Fiona Martin	9960-1222
Dr Andrew Greenfield	0412-341-201
Dr Frances Gibson	9387-5352
Mari Carmen Escribano (OT)	9389-4512
Hassia Lichtman (Speech Pathologist)	0412-103-988



Coogee Boys' Preparatory School

Orientation to New Policies

When a new teacher arrives at CBPS, the following procedures are adhered to:

- 1 The Deputy Head makes a time [preferably before the teacher begins the new term] to meet with the new teacher to outline the School's policies relevant to that teacher and his/her responsibilities. These policies are listed above
- 2 The Deputy Head will have a hard copy to give to the new staff member
- 3 The Deputy Head will also direct the new teacher to Sentral where all policies are online
- 4 It is the new teacher's responsibility to take the time to read the policies mentioned above and to discuss any questions or concerns with the Deputy Head.
- 5 The Deputy Head will meet with the teacher again and request that the teacher sign and date a Policy Register, acknowledging that he/she has read each policy and understood it and its consequences.
- 6 The Deputy Head will keep a hard copy of the Policy Register in his office, and also upload it to Sentral.

When a new policy is introduced at Coogee Prep:

1. The Principal will distribute a draft copy to the executive for consideration. This may come from NESAs or the AIS.
2. The executive meet to discuss the policy and make any alterations and/or amendments.
3. The Principal presents the policy to the staff at the next available staff meeting.
4. The staff have time [usually a week] to read the policy before the next staff meeting where it will be discussed and they are able to make comment if needed.
5. The Principal amends the policy if required to do so, and prints out a final copy of the policy.
6. At the next staff meeting, the Principal distributes the updated policy to each staff member and also uploads the policy onto Sentral.