GREAT SOUTHERN GRAMMAR

PASTORAL CARE POLICY

EMBARK ON A JOURNEY OF DISCOVERY

CONTENTS

1 PURPOSE 3
2 SCOPE 3
3 DEFINITIONS 3
4 ACRONYMS 3
5 ROLES AND RESPONSIBILITIES 4
6 POLICY STATEMENT 4
6.1 Programmes 4
6.2 Encouragement of Pro-social Behaviour 4
6.3 Classroom Practices 4
6.4 School Practices 5
6.5 Structures and Practices 5
6.5.1 House and Homeroom 5
6.5.2 The Homeroom 5
6.5.3 Junior School 5
6.5.4 Middle School 6
6.5.5 Senior School 6
6.5.6 Record Keeping 6
7 REFERENCE/COMPLIANCE 6
7.1 Legislation 6
7.2 Related Policies 6
7.3 Internal Documents 7
7.4 Other Resources 7
8 DOCUMENT CONTROL 7

1 PURPOSE

Pastoral care is defined as the nurturing and guidance of students to help them realise their full potential academically, socially and emotionally. Great Southern Grammar places great emphasis on pastoral care. Through curriculum, the Yalari and GAP program, community service, cultural tours and exchange programs we place a strong emphasis on celebrating diversity.

The actions and attitudes of staff and students at GSG reflect our commitment to the values of integrity, respect, compassion and commitment. We aim to nurture each student's unique potential. Students are encouraged to develop initiative, responsibility, ethical discernment, openness to learning and an appreciation of diversity. The relevant knowledge, skills and values are developed within a Christian context.

Practices to promote our values and maintain mental and emotional well-being are central to GSG's pastoral care systems.

We aim to teach, protect and support members of the GSG community by:

- providing a learning environment where individual differences are appreciated and accepted
- modelling behaviour that shows tolerance and acceptance at all times by all members of the community

2 SCOPE

This policy, as amended from time to time, applies to all directors, staff, contractors, contractors' employees and volunteers of Great Southern Grammar School Incorporated (GSG), hereafter referred to as employees.

3 DEFINITIONS

SEQTA	The school learning management system and database for all pastoral concerns.
REACH	The boarding house data base for student information pertaining to boarding.

4 ACRONYMS

HOH	Head of House
HOY	Head of Year
HOSS	Head of Sub-School
YMHFA	Youth Mental Health First Aid

5 ROLES AND RESPONSIBILITIES

Principal

The Principal has overall responsibility for ensuring compliance with this policy.

6 POLICY STATEMENT

Great Southern Grammar provides a safe community and promotes a positive school culture where the pastoral care for each student reflects our core values.

Pastoral care promotes and enhances wellbeing of the individual in terms of a personal, social, physical, emotional, mental or spiritual growth where the key elements of wellbeing are positive self-regard, respect of oneself and others, positive relationships, responsible behaviours and personal resilience.

6.1 Programmes

Mental health strategies and programmes implemented by GSG include:

- You Can Do It! A social and emotional learning program
- Teen Mental Health First Aid training for students and Youth Mental Health First Aid for staff
- Provision of a School Counsellor, with referral through Heads of Sub-School or Heads of House
- Peer support system in which Year Eleven students support Year Seven students
- Explicit teaching of strategies for resilience
- Social stories
- Journaling
- Interpersonal games and team building strategies
- Anti-bullying, including cyber bullying programmes
- Protective behaviours embedded in the Curriculum
- Access to School Psychologist by referral

Staff professional development in these areas is ongoing.

6.2 Encouragement of Pro-social Behaviour

Pro-social behaviour is behaviour that promotes respectful and cohesive relationships throughout the School community. This is encouraged within the classroom and in the wider school community.

6.3 Classroom Practices

Teachers:

- discuss, establish, maintain and review clear guidelines on classroom behaviour
- model and teach assertiveness strategies
- encourage cooperative learning where possible
- cater for individual differences by using a variety of approaches
- observe social relationships between students in class, encourage openness in group work and new friendships
- provide quiet times
- praise and reward where appropriate
- focus on strengths and improvements
- provide incentives for those who show respect, positivity and a desire to contribute
- aid students in setting goals, and assist in outlining steps to achieve goals

- encourage students to take on challenges
- provide opportunities for discussion and expressions without fear of put-down

6.4 School Practices

The School:

- recognises and rewards pro-social behaviours in and out of the classroom
- commends outstanding participation, effort and achievement
- acknowledges excellent achievement and effort publicly, through certificates, assemblies and publications
- emphasises cooperation and teamwork
- uses alternative conflict resolution strategies
- promotes ideas of mutual responsibility for the welfare of other community members

6.5 Structures and Practices

All staff members are pastoral carers at Great Southern Grammar. There is a whole school approach to pastoral care that encompasses a range of structures and processes.

6.5.1 House and Homeroom

The School's House and homeroom system provides the structure for the delivery of pastoral care at GSG. Each student is placed in one of the four Houses, providing a structured avenue for students to develop their potential, to show respect and concern for others and to enact interpersonal cooperation and social responsibility.

Each House has a Head of House with overall pastoral responsibility for Senior School students in his or her House, as well as responsibility for the culture and activities of the House in a whole school context. House groups meet often, with regular scheduled meetings for Junior School House groups and Middle and Senior School House groups, as well as whole of House events, competitions and fund raising activities.

Sporting and cultural competitions, along with a reward system in the Junior School, give students the opportunity to score points for their House.

GSG awards Wave and Lighthouse badges for participation in and service to the School community. These are awarded by Houses and have minimum requirements for eligibility. Please see the Wave and Lighthouse Awards policy for selection criteria.

6.5.2 The Homeroom

Each student is placed in a homeroom. The homeroom teacher monitors daily attendance, uniforms, notices and student organisation. We check students' diaries and develop organisational and planning structures.

6.5.3 Junior School

In the Junior School, the student's class teacher is primarily responsible for pastoral care and various practices and methods are adopted by the staff to monitor and foster each child's development. Parents should contact their child's class teacher directly with any concerns or queries. The Head of Junior School is available to give further support and advice when required.

6.5.4 Middle School

Pastoral Care in in the Middle School is delivered along horizontal lines with the Head of Year responsible for the pastoral care of students in that specific year group, extending across all Houses. Homeroom groups in Years Seven to Nine are arranged along class rather than House lines. For day to day and administrative issues such as planned absences parents should contact their child's Homeroom teacher. Concerns regarding academic progress or social and behavioural issues should be discussed with the child's Head of Year. Supporting the Heads of Year is the Head of Middle School.

6.5.5 Senior School

In the Senior School, the homeroom group comprises student in a vertical structure with students from Year 10 to 12 in the same House. Heads of House are responsible for pastoral care in the Senior School, establishing close relationships with the students over their three years in the Senior School. They develop considerable understanding and knowledge of the students in their House which makes them well-equipped to advise students on the academic, social and emotional issues. The Head of House becomes the focal point in the pastoral care of the student. Parents of students in the Senior School should consult the relevant Head of House when they want advice, clarification or to discuss their child's progress.

6.5.6 Record Keeping

Appropriate paper and/or electronic records are kept of student achievements and issues. In the Senior School, Heads of House are responsible for maintaining student files; in the Junior and Middle Schools this is the responsibility of the Homeroom teacher.

Records include:

- Student diary entry for recording student behaviour and/or work that is deserving of praise or requires attention
- Pastoral Care Action Plan for following through complex issues
- Academic or Pastoral Notice of Concern sent to parents regarding concerns
- Records maintained in school systems

7 REFERENCE/COMPLIANCE

The following documents are associated with this policy:

7.1 Legislation

- *Children and Community Services Act 2004 (WA)*
- *Disability Discrimination Act 1992*
- *Equal Opportunities Act 1984*
- *School Education Act 1999 (WA)*

7.2 Related Policies

- *Behaviour Management Policy*
- *Care of Boarding Students Policy*
- *Attendance Policy*
- *Student Code of Conduct*
- *Child Safety Policy*
- *Anti-Bullying Policy*

- *Acceptable Use of ICT Policy*

7.3 Internal Documents

- *Nil*

7.4 Other Resources

- *Mind Matters*
- *Kids Matter*

8 DOCUMENT CONTROL

Approval

Date	By	Minutes dated
01/06/2017	Mr Mark Sawle - Principal	
24/7/2019	Mr Mark Sawle – Principal	Executive – 24/7/2019