



Northholm Grammar

PASTORAL CARE POLICY

Policy Objectives

- Northholm Grammar staff to maintain an environment of care in the context of relationship: relationship with God, others and self.
- Northholm Grammar staff to create a positive atmosphere, whereby the self-esteem of all members of our community is enhanced.
- Northholm Grammar is committed to implement formal structures as well as informal opportunities for the care of this community.
- At Northholm Grammar, we exercise and instill the values of learning through scholarship, caring for others and self and living a faithful life in communication, motivation and discipline practices.

Policy Statement

Pastoral Care at Northholm Grammar refers to the total care of the student. It embraces all aspects of school life, the academic, emotional, physical, spiritual and social. The Pastoral Care structure encourages relationships built on respect, communication and an approach to student management that promotes the dignity of the person. The structure enables each student to be cared for as an individual and places emphasis on affirming the good qualities of each student and encouraging them to grow and assume responsibility for their own personal development.

To support and enhance the pastoral environment, we believe that it is the responsibility of all staff members to contribute in appropriate ways, according to their roles and responsibilities, and to provide support and affirmation to all students while they are members of the community.

Pastoral Care at Northholm Grammar supports the thesis that the school climate exercises an influence on learning. It is believed that the level of performance of all students is improved by a positive approach to learning and positive relationships within and outside the School.

Pastoral Care at Northholm Grammar permeates every phase of the school day. Our School provides many formal and informal opportunities for teacher/student and student/student relationships. It is within these relationships that we exhibit interest in each other and value people as individuals and our most precious possessions.

Complaints – all complaints regarding the pastoral care of students will be dealt with as per the Northholm Grammar 'Policy for Reporting Complaints and Grievances'.

Supporting Procedures

At Northholm Grammar programs, structures and specialist personnel ensure that specific needs are met in a systematic fashion.

Programs and Structures

At Northholm Grammar, there is a structured program of Pastoral Care to enhance and facilitate opportunities for the creation and maintenance of the caring environment. This includes:

- Students belong to a Tutor Group and a House (vertical structure);
- Tutor Groups meet daily;
- Tutor Groups have one Tutor to a ratio of approximately 15 students;
- Tutor Groups are established within the House and led by the Head of House;
- The Pastoral Leadership Team meets on a regular basis to develop and refine Pastoral Care programs which are based on the identified needs of the students;
- The Tutor program is structured vertically to meet the specific needs of students in Years 7-9 and Years 10-12 based on developing goal setting, moral character development, self- efficacy, self-determination and adaptive expertise.
- The Tutor Program and our approach to Pastoral Attentiveness includes activities on self- discipline, self-esteem, safe behaviours, anti-bullying, study skills, mental health issues, social justice, digital citizenship, student leadership, and camps;
- The student leadership program allows students to develop their leadership talents and potential;
- The Peer Support Programs gives seniors added responsibility, promotes leadership and aids the Year 6-7 transition program;
- The Student Management Policy aims to develop a high degree of self-discipline and self- respect that allows students to maximise their potential;
- The partnership with parents/carers permits both informal and formal connections through activities such as Parent-Teacher meetings, School Functions, Northholm Association and Information evenings;
- The Induction Program for staff and students ensures that all members of the community are made to feel welcome and at ease in their new environment;
- Staff are made aware of their responsibilities with respect to Pastoral Care at induction, through policies such as this located on the staff portal, as well as through professional learning and Pastoral Team meetings.

Responsibilities

The **Pastoral Leadership Team** consists of the Principal, Deputy Principal, Heads of Houses, Head of Diverse Learning, Primary Wellbeing Coordinator and School Counsellor.

- The purpose of this group is to address issues related to the pastoral care of students. This is achieved by ensuring consistency across the year levels regarding the School's expectations and by working collaboratively to ensure key events and activities are appropriately and effectively organised.

The **Principal and Deputy Principal** are responsible for:

- Ensuring pastoral care permeates the whole School by facilitating the pastoral life of the School, providing leadership in the whole school approach to pastoral issues;
- Taking responsibility for student welfare and are involved in all the decision-making processes concerning the future of students;
- Meeting regularly with the Heads of Houses and Tutors to ensure implementation of School policies related to student welfare;
- Providing assistance with the management of students as per the procedures and philosophical approach outlined in our Student Management Policy;
- Overseeing the programming of the formal Tutor lessons; supporting Heads of House and Tutors in the delivery of well-resourced and contemporary topics;
- Ensuring the curriculum and subject policies reflect and support the Pastoral Care Policy of the School;
- Selecting staff who have a willingness to endorse this policy.

The **Head of House** is responsible for:

- The overall coordination of their House of Tutors and the welfare and management of the students in their House;
- Supporting and relating to students both formally and informally, thus fostering an atmosphere of trust and responsibility;
- Working with Tutors in communicating with parents on matters of student welfare;
- Liaising with Pastoral and Subject Teachers on the welfare of their students;
- Acting as a guidance and support person for Tutors;
- Overseeing and evaluating the formal Tutor Program within the House in consultation with the Tutors;
- Liaising with Heads of Department regarding any ongoing management/discipline problems.
- Maintaining up-to-date log and student pastoral information
- Recommending and referring students to the School Counsellor and to outside agencies for counselling.

The **Tutor** is responsible for:

- The effective conduct of their Tutor Group and for the nurturing and care of each student;
- Assisting the Head of House with the organisation and management of the Tutor Group and relevant Year Group activities and events, e.g. camp;
- Organising activities which celebrate various events in the lives of students in their Tutor Group;
- Ensuring that students have opportunities to interact with each other in Tutor Groups and in the House through Chapels and Assemblies;
- Liaising closely with the Head of House regarding student welfare;
- Attending to administrative duties and maintaining up-to-date student information.

The **Subject Teacher** is responsible for:

- Catering for individual needs of students by using various teaching methods to challenge and stimulate;
- Providing opportunities for students to relate and express themselves in a fair and just manner;
- Liaising with the Head of Department regarding teaching methods, strategies and classroom management.

The **Head of Department** is responsible for:

- Liaising with subject teachers and taking responsibility for teaching methods, strategies and classroom management;
- Reporting to Tutor any ongoing management/discipline problems.

The **School Counsellor** is responsible for:

- Giving professional counselling and guidance to students with particular social and emotional needs;
- Liaising with and supporting the Pastoral Leadership Team with the care of students.

Christopher Bradbury
Principal