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# BISHOP TYRRELL

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ANGLICAN COLLEGE

## STUDENT WELLBEING (PASTORAL CARE) POLICY

Document Approval and Version Control			
<b>Policy Number:</b>	02.08.00	<b>Last Amended:</b>	December, 2021
<b>Approved By:</b>	Principal	<b>Approval Date:</b>	December, 2021
<b>Contact Officer</b>	Corporate Services Manager	<b>Next Review Date:</b>	December, 2022



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# 1. DOCUMENT MANAGEMENT

## 1.1 Version History

*Responsibility of author to track and maintain*

Version	Date	Author	Section #	Amendment (What Changed?)
7.24	Feb 2013	Bruce Rixon	All	Initial draft
02.08.00	Dec 2021	Shea Hafey	All	Part of general update of all College Policies to consolidate, reformat, restructure

## 1.2 Related Documents

### 1.2.1 Legislation

- Children and Young Persons (Care and Protection Act 1998
- Child Protection (Working with Children) Act 2012

### 1.2.2 Policies

- Student Code of Conduct

## 2. SCOPE

This policy applies to all College employees, students, parents, members of the College Council, contractors, volunteers and people undertaking work experience or vocational placements at the College. This policy applies to all conduct, work, interaction or any other activities that are under the management, control, influence or participation within the College. This policy applies to all College interests and activities, both on and off campus.

## 3. STUDENT PROTECTION

Bishop Tyrrell Anglican College supports the rights of children and young people and is committed to ensuring the safety, welfare and wellbeing of students. The College is therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person including that of employees. This commitment includes the provision of a safe and supportive learning environment for all students and requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm.

## **4. BACKGROUND**

Bishop Tyrrell Anglican College is committed to providing an environment for students which is supportive and nurturing. The College provides for their wellbeing, healthy growth and development. The following outlines the process which applies when dealing with student pastoral care support matters.

The College seeks to provide a safe and supportive environment which:

- minimises the risk of harm and ensures students feel secure;
- supports the physical, social, academic, spiritual and emotional development of students; and
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

The College internal counselling of a therapeutic intervention nature. Matters that require therapeutic intervention will be referred with the parent/guardian's support, to external professional providers.

Primary and early years' students and their families will be provided pastoral care support by the Head of Primary, Deputy Principal and Chaplain

Secondary students and their families will be provided pastoral care support by the Deputy Principal, Pastoral Care, through the Pastoral Care framework which includes the College Chaplain, Heads of House and Home Group teacher.

## **5. OBJECTIVE**

This policy statement outlines the procedures for pastoral care at Bishop Tyrrell Anglican College. It delineates the values, aims, objectives, rights and responsibilities that apply to Pastoral Care in this College and sets out the roles played by the House System and the Pastoral Teachers. All members of the family of the Bishop Tyrrell Anglican College assist with the implementation of this Pastoral Care policy.

Through this policy the College aims to:

- Promote Christian values to assist in the development of an understanding of self and others.
- Create an environment that will enhance learning and ensure students are supported in a co-operative and safe setting.
- Enhance the growth of appropriate behaviours by students in an interactive environment wherein all rights and responsibilities are respected.
- Provide for the recognition of positive behaviour and for the consequences of inappropriate behaviour.
- Clarify behavioural expectations of students and promote self-discipline for the students.
- Demonstrate the parameters of acceptable behaviour whilst recognising the individual needs, skills and stages of development.
- Actively support staff in the implementation of the College's Pastoral Care Policy.



- Support International students who undertake studies at Bishop Tyrrell Anglican College

There are specific roles and structures defined below which assist in the implementation of Pastoral Care at the College.

#### Values

- Christian living
- The self-worth of the individual
- The family
- Individual and collective achievement
- Tradition and heritage
- Contribution to the wider community
- Authentic leadership

#### Aims

This Pastoral Care policy reflects the overall educational philosophy of Bishop Tyrrell Anglican College. The College values a holistic approach to education through, the pursuit of academic excellence, involvement in co-curricular activities and the fostering of spiritual growth.

There can be no simple delineation between academic, co-curricular and pastoral facets of our College. The Pastoral Care Policy aims to foster resilience, promote respect for each other and ourselves and cultivate our relationships with one another. Thus, much of what occurs in the College setting, both in and out of the classroom, has an impact on our social and emotional well-being. In short, we are all responsible for pastoral care.

#### Objectives

The objectives of the Pastoral Care policy mirror the College's mission statement and acknowledge that Pastoral Care is an intrinsic element in the ethos of the College.

The objectives and the processes of facilitation of these aims are outlined below:

- To teach Christian values
- To promote an understanding of the Christian faith and tolerance of other beliefs so that students can make a personal judgement in matters of faith
- To recognise individual needs, skills and stages of development
- To provide an educational culture in which students are supported in a co-operative, harmonious and safe environment
- To foster a love of learning by encouraging students and giving regular appraisal to ensure they develop a capacity for independent thought and judgement
- To promote and teach an understanding and valuing of self and others
- To teach the principles of rights and responsibilities and the relationship between rights and responsibilities
- To promote the growth of behaviour in which rights and responsibilities are respected
- To clarify behavioural expectations and promote self-discipline
- To recognise positive behaviour
- To provide logical and appropriate consequences for inappropriate behaviour



- To ensure that every individual student is mentored by at least one member of staff
- To provide an effective early warning system in cases where intervention may be required
- To encourage students to be involved in service in every facet of life
- To develop an appreciation of and an interest in pursuing cultural and physical activities

Upon enrolment at Bishop Tyrrell Anglican College, each student commits to upholding the College values and code of behaviour to enable effective learning, a positive climate and high standards of behaviour. The College seeks to develop self-discipline within each person in order to achieve these expectations. In the Primary School much of this is achieved through implementation of the College's Pastoral Care Program.

## **5.1 Definitions**

**The College** refers to Bishop Tyrrell Anglican College

**Pastoral Care** is promoting and supporting knowledge of self, self-efficacy, healthy risk taking, goal setting, negotiation, reflection and empowerment to provide optimal learning and development outcomes.

## **6. PASTORAL CARE**

Pastoral Care support is offered to assist students to develop appropriate skills and attitudes and assist in resolving issues with academic, psychological, emotional, and/or social contexts. Pastoral Care support is provided within the framework of the whole College community, involving staff and parents as required.

This program is founded upon the following key elements;

### **6.1 Education, Nurture and Belonging**

- This is catered for in the Pastoral Program which operates in Grade Groups once a week.
- The program involves planned learning, discussion and team building activities based on the You Can Do It! Program.
- The YCDI! program is integrated into the PD/H curriculum each week.
- Chapel and Assemblies which occur on a weekly basis.
- Principal undertakes one on one interviews with Year 10, 11 and 12 students as well as group interviews for Years 5 and 6 students
- Head of Library oversees students undertaking studies through Distance Education and Camden Haven School. Regular meetings by Head of Library, respective Head of Faculty and Deputy Principal are held with these students to monitor their progress in each subject
- Heads of Faculties meet with students at least fortnightly to with students undertaking courses through Distance Education, Camden Haven or TAFE to discuss their progress and assist on coming assignments and assessments.
- International students will meet regularly with the International Student Coordinator and their respect House Coordinator and Head of School to ensure that students are academically and



pastorally safe and catered for within the College and that they are meeting the minimum of education requirements for the completion of the set courses.

- Policies and procedures are in place for informing parents of student's academic progress, pastoral care matters and absence for all students. The College has a matrix of support mechanisms for academic progress and pastoral care.
- All students receive an interim as well as semester reports for academic progress. These reports are followed up parent / teacher interviews.
- Should there be a need, parents are contacted regarding any pastoral matters. Records of conversations are kept on the student's file.
- It is the practice of the College to make contact with the parents of a child on the third day of consecutive absence from College.
- If child is unwell the Head of Primary and Secondary Schools arrange for work to be sent home.
- The College vigilant in monitoring student attendance to ensure they reach the minimum attendance requirement of at least 80% of the scheduled course hours. As students are reaching the critical point of not realising meeting the requirement of the minimum course hours parents are notified both by telephone and in writing. Records on maintained on student files.

## **6.2 Student Behaviour Management (Primary School)**

The prime purpose of the College's Behaviour Management procedures is to create a caring, Christian environment where all people can feel safe and valued.

The following pages contain outlines and College protocols on:

- Unacceptable behaviours
- Rights and Responsibilities
- Restricted and Prohibited Items
- The Primary School Discipline System
- Procedural Fairness
- Appeals
- Guidelines for Suspension and Expulsion of Students

### **Rights and Responsibilities**

The Behaviour Management Procedures at the Bishop Tyrrell Anglican College are based upon a set of Rights and Responsibilities for Students and Staff.

Students at Bishop Tyrrell have the Right to:

- Have their individual Christian/faith beliefs upheld and respected by members of the College community.
- Be treated fairly and with dignity and respect.
- Feel safe and free from intimidation, harassment, physical, emotional and verbal abuse.
- Feel secure in an environment free from negative actions from others and from harmful substances and objects.



- Study, work and pursue activities in a physically safe, pleasant and well-maintained environment.
- Have their personal belongings treated with care.

From these rights, students have the responsibility to:

- Treat staff, visitors and fellow students with respect, fairness and courtesy.
- Be well behaved in class and not interfere with the education of others.
- Behave in ways that encourage the broader community to respect the College
- Wear the College summer, winter and sports uniform neatly and correctly.
- Behave in a manner which promotes safety and care.
- Respect, and not interfere with College property or other people's property.
- Be co-operative, punctual and prepared to work in class.
- Practice acceptable use of the internet, email, MP3/iPod and mobile phones.
- Not bring and/or use cigarettes, alcohol or illegal drugs at College.

In addition, Staff members at Bishop Tyrrell have the right:

- To pursue their work unhindered and to expect co-operation, compliance with requests, and respect from students.

Staff members have the responsibility:

To co-operate with and respect the students in order to provide the best possible educational environment including:

- Providing safe learning environments
- Presenting well prepared lessons and providing students with timely and constructive feedback from assessable work.
- Ensuring consistency and fairness are applied in dealing with students
- In all cases the Principal is the final arbiter of what constitutes appropriate or inappropriate behaviour

Unacceptable Behaviours

Whether or not in College uniform, the behaviour of students should be above reproach at all times. The following particular behaviours are deemed unacceptable in the Bishop Tyrrell Anglican College community:

- Disrespect and contempt for the ethos and values of Bishop Tyrrell Anglican College.
- Fighting, harassment, intimidation and bullying.
- Graffiti and vandalism or damage to property, facilities and others' belongings in all forms or deliberately littering.
- Inappropriate physical contact.
- Disregard for uniform expectations.
- Use of obscene or offensive language, or images designed to offend.
- Noisy and boisterous behaviour at an inappropriate time and context
- Truancy or out of bounds.
- The throwing or projecting of any object in the College grounds or elsewhere [including from buses and other vehicles] unless a sanctioned activity.
- Spitting





- Chewing gum.
- Disruptive behaviours which affect the learning of others.
- Non serious academic efforts
- Disruptive behaviours which affect the teachers' capacity to teach and fellow students' capacity to learn in an uninterrupted fashion.
- Cheating in any context.
- Lateness to class or appointed activity without an explanatory note.
- Possession or use of dangerous, prohibited and/or restricted items.
- Use, sale or sharing of alcohol, cigarettes and illegal drugs.
- Unlawful behaviour.

### Restricted and Prohibited Items

The following items are restricted and must not be brought to College, except under extenuating circumstances. Any of these or similar items brought to the College always remain the responsibility of students.

- Large amounts of cash (in excess of \$20)
- Expensive computer materials or software
- MP3 Players/iPods must not be brought to/used in class.
- Mobile Phones - mobile phones must be switched off during College hours.
- Photographing/videoing other people and sharing that data without the express permission of each other person

The following items are prohibited and must not be brought to College:

- Aerosol spray cans
- Chewing or bubble gum
- Pocket knives, sheath knives or metal rulers
- Compact disc players and any Hand-held electronic games (e.g. Sega, PS Portable, Nintendo, Gameboy).
- Infra-red hand controllers (laser pointers) of any type
- Any picture, or written comment, which is likely to be offensive to others.
- Model guns or pistols
- Lighters or matches, cigarettes, alcohol or illegal drugs / substances.
- If unacceptable items, including those listed above, are brought to College, they will be confiscated and held by the Head of Secondary or Head of Primary School. If appropriate they will be returned; in some instances these items may only be collected by a parent/carer.

In all cases the Principal is the final arbiter of what constitutes a prohibited or restricted item.

### Student Concerns/Grievances

As stated above, students have the right to express their opinion on matters of concern to them.

Students who have a matter of concern or grievance are encouraged to speak to a member of staff about their concern. There are many staff members that a student may wish to approach. Students are encouraged to approach the member of staff with whom they feel most comfortable. If it is a



serious nature or a student feels uncomfortable in approaching a member of staff, they should speak to their parents/guardians and ask them to raise the concern on their behalf.

If a student raises a concern with a member of staff, the staff member will act as an advocate and may give advice and may speak with the person in charge of the area of concern. All students raising concerns will be treated seriously, confidentially where appropriate, and in a manner of procedural fairness.

#### Psychologist

The College employs a psychologist who works closely with the College Community and the learning support staff are primarily responsible for referrals to these psychologists. Staff/Parents who wish to see, or recommend a student to see, the Clinical Psychologist should notify the Head of Secondary. A close liaison between the Coordinator of Learning Support, House Coordinators, Head of Secondary and Clinical Psychologist is maintained so that the overall needs of the student can be met.

### 6.3 Secondary School

The components of Pastoral Care in the Secondary School are:

- The House System
- Behaviour Management
- The Pastoral Curriculum

#### The House System

The House System provides the framework for Pastoral Care in our College. There are four Houses – Currey, Darcy, Fletcher and Thomas. Each House comprises a House Coordinator and Pastoral teachers. The House Coordinator, in conjunction with the Head of Secondary, are responsible for the Pastoral Care programme and its implementation within each House.

#### Philosophy of the House System

The basic premise is that a teacher will be a mentor of a small, vertically organised Pastoral group under the care of the same Pastoral Teacher during his/her progress throughout the Secondary School. This small group will provide a friendly and supportive atmosphere for students. Ideally, the Pastoral teacher will be the person to whom students can take their problems and discuss matters important to them. Even if this "ideal" relationship does not develop, the Pastoral teacher should make it his/her responsibility to get to know the interests of individual students and to be aware of any problems the student is experiencing at the College. It is through the Pastoral teacher that the College monitors a student's progress throughout his/her years here. As a result, every student will have a member of staff who is knowledgeable about them and is interested in his/her group so that each individual feels noticed, encouraged and supported.



The House Coordinator will support Pastoral teachers in their role and Pastoral teachers will inform House Coordinators about students' achievements as well as problems. The House Coordinator will reinforce acknowledgement of successes and also monitor students experiencing difficulties.

Another aspect of the House System is the building of a sense of belonging to the House. This will be engendered by House activities and Inter-House Competitions. Students should be encouraged to organise such activities; opportunities for leadership should always be valued.

The pursuit of academic excellence is valued by the College and should be reinforced by the House System. This will be achieved by the monitoring of student progress, the acknowledgement of his/her effort and counselling where appropriate.

### Organisation of the House System

Students are allocated to a House by the Head of Secondary. Brothers and sisters are placed in the same House. Students remain in this Pastoral class unless special circumstances call for a change. Students meet in their Pastoral class four times a week, twice for Pastoral and once each for Assembly and Chapel.

House meetings are called by House Coordinators to organise House activities

Pastoral teachers meet with their House Coordinator fortnightly to raise concerns about and develop appropriate strategies for students in their group and to talk about House matters

The Pastoral Care Committee (comprising the House Coordinators and the Head of Secondary) meet on a fortnightly basis to discuss Pastoral issues

### Role of a Pastoral Teacher

The success of the House system as a vehicle for Pastoral Care depends on the Pastoral teacher taking an active interest in the academic, social and emotional development of the individuals in his/her group and promoting a supportive and cohesive atmosphere between members of the group. The role brings with it responsibilities and requires commitment. To be meaningful, Pastoral time must be properly planned, prepared and programmed.

To develop a profile of each student, including:

- subjects they are studying
- subjects they like
- who their teachers are
- how they feel about their classes and progress
- their Co-Curricular activities
- their cultural and sporting activities outside College
- their families
- how they manage their time
- what they like to do for entertainment
- achievements in and contributions to College life.



- their own special interests
- Weekly signing and checking of the College Diary
- Monitor absenteeism and take appropriate action
- Ensure that College Diaries are signed by parents
- Maintain up to date records of student behaviour and progress
- Be counsellor to and advocate for his/her students
- Discuss with each student on a regular basis and particularly after a reporting period, the student's academic progress
- Communicate student concerns and other information to House Coordinator
- Liaise with House Coordinator to devise strategies to support student needs
- Actively engage with students during Pastoral sessions
- Plan activities to promote a sense of fellowship and belonging within the group
- In consultation with the House Coordinator, inform parents by phone or via the College Diary if there is cause for concern.
- Attend House meetings
- Instil a sense of pride in their Pastoral Class, House and College
- To facilitate or provide opportunities for service and contribution to the students, House, College and the wider community
- Encouraging a high standard of personal presentation
- Implementing the Pastoral Curriculum
- Distribute College information as needed

#### The Role of the House Coordinator

##### The House Coordinator:

- is responsible to the Principal under the supervision of the Head of Secondary.
- works in conjunction with the Head of Secondary to implement Pastoral Care throughout the Secondary School.
- is a member of the Pastoral Care Committee.
- is responsible for the Pastoral Care of all members of their House.
- is to support Pastoral teachers to ensure that they are carrying out their Pastoral duties. In order to facilitate this task, the House Coordinator must be familiar with the role of the Pastoral teacher (see above).
- should render praise, provide assistance, guidance and correction where necessary.

The House Coordinators' responsibility is to ensure that the House runs efficiently and effectively and that the commitments of the House are met.

##### The House Coordinator will:

- During Pastoral time, move around their House groups and give guidance as necessary and to ensure that each Pastoral teacher is carrying out his/her duties effectively.
- Assist in the implementation of the Stages of Behaviour Management.
- Liaise with Pastoral teachers and class teachers about communication with parents.
- Be the first point of contact for parents regarding Pastoral issues.

- Disseminate information as required.
- Make initial contact with parents of all students entering the Secondary School by letter.
- Organise and chair fortnightly House meetings for staff. The main agenda item will be student concerns.
- Facilitate House Assemblies which will be run by House Leaders.
- Maintain accurate records of citizenship awards.
- Maintain accurate records: parent interviews, leadership roles, health, behavioural and academic issues.
- Encourage student leadership within the House.
- Provide opportunities for leadership in inter and intra House activities e.g., College Fair, College Swimming, Athletics and Cross Country Carnivals, Music Festival, House Chapels, House Charities, House Fundraising.
- Run elections for House leadership positions.
- Foster a pride and loyalty to the House and College.
- Work to ensure that effective care is provided for each student in the House. To that end the House Coordinator should play the key role in the gathering and dissemination of student information.
- Be part of a Pastoral team proactive in the creation and implementation of a Pastoral curriculum.

## **7. PASTORAL CARE SUPPORT STRUCTURE**

The following structure is in place to assist staff in their dealings with students in a variety of situations. Although a structure or system is in place it is noted that staff should feel confident in seeking support at any time, for any reason.

**Subject Teacher:**

The subject teacher is the first point of contact for the student. It is expected that the subject teacher will reinforce/discipline students as a normal function of maintaining an effective classroom.

**Pastoral Teacher:**

The Pastoral Teacher should be monitoring student progress through the College Diary. It is the responsibility of Pastoral Teachers to keep a record of demerits. When students are beginning to demonstrate a pattern of poor behaviour it is the responsibility of the Pastoral Teacher to inform the House Coordinator.

**Heads of Department:**

When a student's behaviour/attitude/circumstance is affecting their academic performance the HOD is to be informed to assist in developing strategies to assist student performance and use the assistance of the support teacher where appropriate. The HOD is to inform the Head of Teaching and Learning of any academic concerns where required.

**Pastoral Coordinators:**

Pastoral Coordinators are responsible for implementing the discipline system. Isolated behaviours should also be referred to House Coordinators. It is the responsibility of House Coordinators and the

Head of Secondary to oversee all Pastoral Care in the Secondary School. When the behaviour of a student continues to deteriorate, or the severity of a behaviour warrants, the Head of Secondary must be involved in the behaviour management process.

Principal:

The Principal is to be consulted when the suspension or expulsion of a student is recommended.

Note: The Head of Secondary and the Principal should be kept regularly informed of all students progressing through the levels. This is the responsibility of the House Coordinators.

Additional Support

College Chaplain, College Learning Support Staff, Outside Intervention

These people/ groups are to be contacted for support in dealing with complex Pastoral issues.

Pastoral Time

Pastoral time occurs four times a week for 30 minutes a day. This time presents a perfect opportunity for Pastoral teachers to address pastoral issues including:

- checking student diaries
- reinforcing College rules
- checking uniforms
- targeting class/grade issues and discussing them
- Handing out Merit Certificates
- Running of a Pastoral programme looking at leadership, organisation, examination preparation, bullying issues and how to address them, and other issues relevant to the various year levels.

## **8. PRIVACY**

Personal information may be collected, stored and released and is done so in accordance with the Privacy Act 1988. For further information, please refer to the College's [Privacy Policy](#).

## **9. POLICY MANAGEMENT**

### **9.1 Responsibilities**

In accordance with responsibility for the College compliance, the Principal also retains responsibility for this policy and all delegated authorities within.

All employees are responsible for the welfare of students and their colleagues. All employees should be familiar with this policy and ensure adherence is maintained at all times. This responsibility cannot be delegated.

### **9.2 Policy Adherence**

Adherence to this policy is a mandatory requirement of all College employees. Breaches of the policy will be subject to formal investigation and may lead to disciplinary action.

## **9.3 Review**

This policy will be reviewed annually, or when legislative or governing body changes may warrant a review. The Principal reserves the right to make changes as and when required. The Principal or the Principal's delegate is responsible for reviewing or making approved modifications to the policy and distribution of the policy.

