

SILVER TREE STEINER SCHOOL



Pastoral Care Policy

2017

This policy applies to: All staff and students.

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PASTORAL CARE POLICY

WHAT IS PASTORAL CARE?

Pastorally we:

- Respect the dignity and uniqueness of each person;
- Care for each member of the school community;
- Accept ourselves and others;
- Support all community members;
- Inspire and support others to fulfil their potential;
- Instill leadership and citizenship in all students, staff and the wider school community;
- Promote social justice;
- Continue to develop through reflection, celebration and action.

PHILOSOPHICAL BASIS

- The development of a well-integrated person;
- A school climate which is based upon quality relationships and which supports the growth of the individual within a community, is fundamental to effective learning and genuine pastoral care;
- It is the responsibility of all members of our school community to collaborate in the provision of a caring environment within the school;
- The provision of both relevant and satisfying learning experiences and appropriate adult role models is essential for individual student growth;
- The development of self-discipline is based on justice, self-esteem and reconciliation and, hence, any punishment which lowers the dignity of the person is inappropriate;
- Structures, policies, procedures and practices in our school should be in harmony with values; and
- Pastoral care is intrinsic to the quality of Education.

EXPECTATIONS

From a pastoral perspective:

It is expected that students will:

- Be active learners;
- Respect the rights of others;
- Share in the responsibility for forming and maintaining positive relationships;
- Adhere to the Behaviour Management Policy, Discipline Policy and Bullying Policy and Procedures set out by Silver Tree Steiner School and the Policy Statement of Pastoral Care, Pastoral Care Policy.

It is expected that staff:

- Foster and share in the responsibility for developing and maintaining quality interpersonal relationships with students, parents and other members of the school community;
- Provide opportunities for children to have their opinions and thoughts heard on matters affecting their classroom and school;
- Celebrate birthdays and special times with the children;

- Promote the classroom as an affirming place where good work and behaviour are required;
- Affirm the strengths in each child and encourage his/her efforts in all areas;
- Encourage all children in the classroom to be active participants rather than passive observers;
- Be supportive by using positive correction when disciplining children to achieve positive behaviour;
- Receive regular visits from the Administrator and other Team members;
- Develop within the school an empowering atmosphere that facilitates the personal and professional growth of each staff member;
- Communicate with parents in an open and honest manner;
- Support families in need;

It is recommended that parents:

- Support the development and educational formation of their children;
- Be aware of and support the school's policies and procedures;
- Support their child with his/her learning;
- Inform the school of matters relevant to their children which may impact on their school life;
- Use opportunities to be actively involved in the school community.

FEATURES OF PASTORAL CARE

The teacher is not simply a professional person who systematically transmits a body of knowledge in the context of a school; “teacher” is to be understood as “educator” – one who helps to form human persons. The task of a teacher goes well beyond transmission of knowledge.

Pastoral Care is:

- The concern the school has for the development of the person to full potential – social, emotional, spiritual, intellectual and physical;
- The responsibility of all staff, with members contributing in appropriate ways according to their roles and responsibilities;
- Aimed at acknowledging and responding to all students; and
- Congruent with clear, consistent and just discipline practices.

School-based pastoral care refers to the total care of the student. It is a term used to describe both an attitude and process, and is based upon a belief in the dignity of the person. In a school, it is expressed through:

- The development of quality relationships;
- The provision of satisfying learning experiences; and
- The establishment of an effective care network.

INTRODUCTION

Our school's philosophy of pastoral care is based on:

- The value and uniqueness of the individual person created;
- The fact that the Silver Tree Steiner School is committed to the development of the whole person;
- The recognition that each member of the school community contributes to the development of the climate in the school.

PHILOSOPHICAL BASIS

One of the aims of the Silver Tree Steiner School is to assist students in their intellectual, physical, social, spiritual and emotional development. Self-discipline is seen as an important aspect of this. We recognise the worth, dignity and uniqueness of every individual in our school community. It is the responsibility of every member of staff to be concerned about the welfare of our students and the good order of the school.

Behaviour management results from good relationships between teachers and students when rules are few but fair and enforced, when teacher expectations are clear, and most importantly, the school is a happy place to be in. This is a result of seeing behaviour management as a learning process and emphasis should be placed on positive and affirmative actions rather than negative and punitive ones.

In order for the students to co-operate with the school's expectations of behaviour, the students need to be educated in the purpose of, and need for, rules. Part of this education would be setting up a structure in each classroom whereby student grievances can be aired and discussed, and attempts made to resolve them.

We recognise that an integral part of our Behaviour Management Policy is the ongoing concern of teachers for students with behavioural problems which may arise from difficulties connected with either school or home. As a staff we will always be looking to employ praise strategies, which will encourage and recognise "positive" behaviour and efforts to change.

We will always be aware of setting good role models for our students. When dealing with students in general, it is important to focus on the act rather than the actor, this maintains the dignity and self-esteem of the student.