

### Purpose

This policy outlines the Aurora Southern Highlands Steiner School's (ASHSS or the School) commitment to care for the academic, emotional, social and physical wellbeing of students.

### Overview

Pastoral Care at ASHSS is based on the philosophy and core values underpinning Steiner education and the School. It is holistic in nature, recognising that the social and emotional wellbeing of young people needs to be addressed along with intellectual and physical wellbeing. The promotion of wellbeing is integral to young people's schooling outcomes, their social development and their capacity to contribute to their families, the community and the workforce. The creative, artistic and imaginative aspects of Steiner education provide opportunities for participation, communication, engagement and expression that can increase student's self esteem and build a protective connectedness to the school community.

ASHSS seeks to provide quality education for all students taking account of their age, background, ability and interests.

As a Steiner School, at ASHSS:

*'Our highest endeavour is to develop individuals who are able out of their own initiative to impart purpose and direction to their lives'* (Rudolf Steiner)

We follow the 'Three Golden Rules for Teachers' to:

*'Receive each child in gratitude from the world they come from; educate each child with love; lead each child into the true freedom that belongs to human beings'*. (Rudolf Steiner)

### Policy

#### Student welfare at ASHSS:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of the school
  - derive enjoyment from their learning.

#### Effective learning and teaching is enhanced by:

- understanding the developmental process of human consciousness and supporting the intellectual, emotional, social and physical development and needs of each student
- encouraging students to take responsibility for their own learning and behavior
- identifying and catering for the individual learning needs of students
- establishing well-managed teaching and learning environments

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- ensuring that learning activities build on prior knowledge and experiences and are socially, developmentally and culturally relevant
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- ensuring that gender and equity issues are recognised and addressed across the curriculum.

School climate and discipline is enhanced by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting gender stereotypes
- incorporating students' views into planning related to school climate and organisation
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- providing resources and opportunities for students to gain leadership experience using a range of age-appropriate mechanisms

To enhance community participation by:

- building learning communities in which staff, students and parents work together for planned results
- encouraging parents and community members to participate actively in the education of young people and in the life of the school
- acknowledging parents as partners in school education
- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community
- encouraging links between parent and student representative groups
- inviting parents to share their skills and experiences in the school community
- recognising students' families, cultures, languages and life experiences.

**Responsibilities**

The School Board and Principal will ensure:

- a commitment to student welfare underpins all the policies and activities of the school
- the school community reviews policies and practices related to student welfare
- student welfare is regularly reviewed using appropriate planning processes
- a school discipline policy is developed and regularly reviewed
- the review processes take into account other mandatory policies

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- strategic issues identified in reviews are incorporated into the school plan
- students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school
- other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

Teaching and support staff, according to their role in the school, will:

- ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
- participate in the learning and teaching process in ways which take account of the objectives in this policy
- participate in the school community's implementation of the Student Welfare Policy
- ensure the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Students will be encouraged to:

- act according to the discipline code established by the school community
- contribute to the provision of a caring, safe environment for fellow students, staff and parents
- participate actively in the learning and teaching process
- provide their views on school community decisions, including reviews of student welfare, using agreed upon processes
- practise peaceful resolution of conflict.

Parents will be encouraged to:

- participate in the learning of their children and the life of the school
- share responsibility for shaping their children's understanding about acceptable behavior
- work with teachers to establish fair and reasonable expectations of the school.

**Related Policies, Procedure, Forms, Guidelines etc.**

- ASHSS Code of Conduct for Staff
- ASHSS Code of Conduct for Students
- ASHSS Policy and Code of Conduct for Parents, Guardians and School Community
- ASHSS Security and After Hours Policy
- *Keep Them Safe* Mandatory Reporting Guide

**Related Acts and Regulations**

- Education Act 2013
- Children and Young Persons (Care and Protection) Act 1998
- Crimes Act 1900
- Privacy and Personal Information Protection Act 1998
- Health Records And Information Privacy Act 2002
- Commission for Children and Young People Act 1998
- Ombudsman Act 1974

**Evaluation and Review**

This policy will be reviewed annually.

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**AURORA SOUTHERN HIGHLANDS STEINER SCHOOL  
STUDENT WELLBEING, PASTORAL CARE AND LEADERSHIP POLICY**

**Ratification**

This policy was ratified by the SHASE Board on \_\_\_\_\_.

Signed: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Chairperson

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