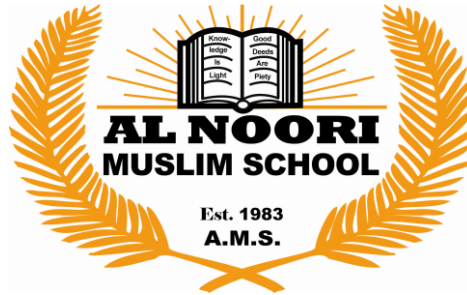


AL NOORI MUSLIM SCHOOL



Pastoral Care Policy

Policies & Documents

Year 2016

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1 Aims and Objectives:

Al Noori Pastoral Care Policy aims at providing special services to the students which compliment and support the school in achieving its Islamic educational purposes. We aim at providing a holistic approach which tries to form well-rounded personalities in our students, whereby they achieve their potential in all aspects of the human personality: spiritual and religious, physical, emotional, moral, aesthetical and vocational.

2 Moral Educational Program

In line with its holistic approach and its aim to respond to all aspects of the human personality and needs, spiritual, physical, mental and social, Al Noori has designed its own Moral Education Program to support the school's Islamic Studies program. Al Noori Moral Education Program, which started in 1999, aims at educating the school community: teachers, parents and especially students about the main principles of morality as reflected in the Islamic faith. These principles are universal in their approach because of the universality of the religion itself. They are:

- The love of and the Submission to the absolute truth
- Mercy
- Love for Others
- Will Power
- Self Motivation
- Patience
- Social or Group Motivation
- Magnanimity
- The Love of Giving

Each of these principles covers a number of values. In addition to these principles the Moral Education Program covers a number of themes that strongly support its objective of teaching about values in real life. These themes are:

- The Character of the person who prays
- The Character of the person who fasts
- The Character of the person who performs pilgrimage
- School Rules (Hard work, Manners, Obedience, Asking Permission, Respect and Care)
- The Noble Principles that should be deeply rooted in the self
- Unacceptable social behaviour

Al Noori's Moral Education Program is a whole school program and is taught over a period of around three years or more, thus the school children will be exposed to it twice during their schooling. Each principle or theme is studied for one term. Weekly messages in the form of wise sayings that represent one aspect of the principle or theme are displayed on a board in the assembly area and are explained to the student at the beginning of the week. The whole school repeats the message daily for the whole week. Parents are informed about the theme and its details and about the related weekly messages in the school News letter. On Fridays, the sermon is used to concentrate on the chosen message and to explain its details through concrete examples or didactic stories. The emphasis, again, is on how to transform values to real behaviour.

As of 2006 the school has added the 9 values for Australian schooling to its Moral Education Program.

The school has started integrating the above values in the different programs of the key learning areas taught at the school, in order to relate them to real life and make them an integral part of the educational process. In 2005 the school completed a values education project entitled "Love for Others in HSIE".

Through the Moral Education Program, the students will be exposed to a large number of moral issues and values. Moreover, each value has its opposite and in identifying both virtues and vices, the choice between light and darkness, will hopefully, become easier.

Al Noori Islamic Studies and the Moral Education Program form the basis for its Pastoral Care Policy. It is through identifying the meaning of life to the students and the school community and through teaching the universal values, which we all should share and emulate, it is hoped that the students will become positive contributors towards building our Australian society within the guidance of the above mentioned universal values.

3 School Counsellor:

The school Counsellor supports the school community, especially the students, in achieving their educational goals. Although her/his main area of work is to counsel those students who are facing educational, emotional, social or psychological needs, yet his/her duties and services extend to all members of the school community. The school counsellor actually provides services to students, parents and staff.

(Please refer to the attached Al Noori School Counsellor Policy)

3.1 School Religious Advisor (Chaplain)

The above program needs a specialised staff member who can further develop it:

1. Staff need to know more about values and how to integrate them in their programs.
2. The values taught to students also need to take the form of more teaching and learning activities.
3. Parents also should be given special sessions to support values education.

All of the above support the need for a school religious advisor or chaplain who can oversee the full implementation of these educational activities to all school community members.

Our School Religious Advisor (Chaplain) will do the following:

1. Support the whole school approach to values education by educating the parents, staff and students about the different components of the school's Moral Education Program and religious studies.
2. Design teaching and learning activities to support the above programs.
3. Design a program for educating the staff about the teaching of values and other religious matters that are related to the lives of the students.
4. Design a program for educating parents about values and their implementation in life.
5. Respond to the spiritual and social needs of the students who are facing hardships in life.
6. Design a religious program that deals with bad social behaviour and how to avoid it.
7. Initiate and participate in social activities that promote harmony, democracy and other good social relationships.
8. Supervise programs that promote religious duties such as prayer and fasting... etc.
9. Motivate staff by showing the importance of teaching and its rewards and if possible help in dealing with issues of stress among staff members.
10. Participates in parent information sessions.
11. Initiate interfaith programs and train students and staff on how to reach out to society.
12. Provide sermons that can be integrated in the teaching and learning programs.
13. Establish links with the community.
14. Provide information and spiritual guidance to families.
15. Actively participate in staff social activities.

4 Care for Special Needs Students

The Principal and teaching staff are responsible for the identification of students with special needs.

The school's strategies to meet the needs of students with special needs include:

- policies that promote inclusion
- staff development opportunities aimed at:
 - raising awareness of the rights, needs and diversity of students with special needs
 - enabling staff to respond appropriately to individual differences
 - enabling staff to consult and plan effectively and provide best service principles for students with special needs
- the provision of:
 - quality teaching and flexible delivery modes
 - reasonable adjustments including within the processes of student application, selection criteria, enrolment, attendance, participation and assessment
- providing inclusive curricula which:
 - may be customised to serve the educative needs of all learners
 - cover the whole of the curriculum process including design, monitoring and evaluation

5 Homework

The school believes that homework provides the key for improving and strengthening student academic achievement in all subject areas as it reinforces what students learn in the classroom. A School Diary is a compulsory requirement in the high school. This will assist students, teachers and parents in monitoring student homework.

Incomplete and/or unacceptable homework is met with strong disciplinary action.

1. Students will be given homework to complete at home.
2. Homework will reinforce what the students are learning at school.
3. Parents will be contacted if homework is incomplete/unsatisfactory.
4. Parents will support the school in its endeavours to assist their child.

Failure to complete homework will result in the following procedures:

1. Learning from my mistakes/Compliance letter
2. Yellow Card
3. Orange Card with suspension
4. Red Card

6 Student Leadership

- The Student Representative Council will be elected by their peers.
- School Co-ordinators will support and monitor the SRC in their various roles.
- In the High School, the Welfare Coordinators are the SRC advisors. In addition to their normal work, the SRC is responsible for the production of the Annual School Magazine.
- The roles and responsibilities of the SRC are many-fold. Most importantly they act as role models for the student body. They fulfil leadership duties when the School has co-curricular activities such as hosting other schools, assemblies and presentations and so forth.
- The school expects its elected SRC to uphold the highest standards (refer to Student Representative Council Policy)

7 Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
I have the right to be happy and treated with compassion. No one will laugh at me or hurt my feelings.	I have the responsibility to treat others with compassion, not to laugh at others, tease others or try to hurt the feelings of others.
I have the right to be treated with respect and politeness.	I have the responsibility to be polite to others and to treat them with respect. I have the responsibility to respect the authority of teachers. If necessary I should be able to disagree without being impolite.
I have the right to be safe. No one will threaten me, hit me or hurt me in any way.	I have the responsibility to make the school safe by not threatening anyone, hitting anyone or hurting anyone in any way.
I have to right to expect my property to be safe.	I have the responsibility not to steal, damage or destroy the property of others.
I have the right to obtain maximum benefit from lessons. Other students will not spoil this by their behaviour. The classroom atmosphere should be conducive to learning.	I have the responsibility to co-operate with teachers and other students to ensure that lessons proceed smoothly and that I keep up to date with set work and homework. I will not behave so as to interfere with other students' right to learn.
I have the right to expect that educational activities will be of benefit to me.	I have the responsibility to be punctual, to attend school regularly and to contribute to education activities so that they will be of benefit to me.
I have the right to be myself. No one will treat me unfairly because I am different.	I have the responsibility to respect others as individuals and not treat them unfairly because I might not agree with their appearance, beliefs or values.
I have the right to have my good health habits respected.	I have the responsibility to be clean and tidy in appearance. I also have the responsibility not to smoke, spit, misuse toilets, or perform any other act which will endanger the health and well-being of myself or others.
I have the right to have pleasant, clean and well maintained grounds.	I have the responsibility to care for the school environment, to keep it tidy and clean and be prepared to move litter.
I have the right to be provided with a school where I am not in danger. When defects occur these will be repaired.	I have the responsibility of alerting teachers to any defective building or fittings. I accept that teachers may more readily see dangers than I do and I will obey their instructions.
I have the right to expect that the local community will provide support for the school and will respect and have pride in the school.	I have the responsibility to behave in a way which will gain this respect for the school, especially when coming to or going from school and on out-of-school activities.
I have the right to be helped to learn self-control. No one will silently stand by while I abuse the rights of others or when others abuse my rights.	I have the responsibility to learn self-control. In exercising my rights I will not deny the same rights to others. I will expect to be corrected when I do abuse the rights of other as they shall be corrected if my rights are abused.
I have the right to expect that all these rights will be mine in all circumstances so long as I am exercising my full responsibilities.	I have the responsibility to protect my rights and the rights of others by exercising my full responsibilities at all times and in all circumstances.

8 Health and Medication

8.1 Health and Medication Procedures

On becoming aware of an accident, staff should as far as they are able, render first aid to an injured student. Where a qualified first aid officer is available, that officer should render assistance as soon as possible.

8.1.1 Medication

The school has no legal obligation to administer medicine. However, it is often necessary for children, if they are to continue their attendance at school. For example, while fully recovering from illness. Where medication has been prescribed to be taken during school hours, the school will agree to administer the medication on certain conditions

The following must be adhered to:

- a. The medication must be clearly marked with the:
 - Student's name;
 - Medication name;
 - Dosage; and,
 - Date
- b. Written permission from the parents must be obtained (in some cases written permission from the doctor with clear instructions about administrative details will also be expected). See page 13 and 14.
- c. The staff members responsible for the administration of the medication must follow all relevant instructions such as dosage, timing and must maintain relevant records of process.

8.1.2 Storage of medication

1. Medication is to be stored in the first aid cupboard/refrigerator (as needed)
2. Students should not be allowed to self administer medication.

8.1.3 What Records Must Be Kept

1. Parent authorisation to administer medication.
2. Record of administration of medication. Eg. A book showing date, student's name, drug, dosage, the staff members' signature accessible.
3. Health conditions (asthma) must be on record.
4. Records of all injuries at school should be kept in the Accident / Incident Book.

8.1.4 Excursions

1. Where water is involved (swimming, camping) a teacher trained in CPR is to accompany.
2. First aid kits to be available for all excursions.

8.1.5 Children Who Have Sustained Injuries

Injuries – ask children standard questions

- Are you in pain?
- How do you feel?

8.1.6 Procedures for Dealing with Sick Students

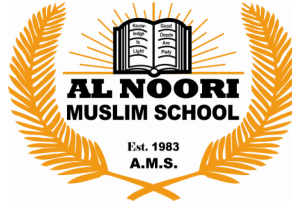
- High temperature or fever
- Vomiting
- Headaches
- Stomach pain

- Carers to be contacted immediately.
- Ask parents for time of their arrival.
- Take all first aid precautions.

The School cannot administer any medication such as: Panadol. Without authorisation, a letter from the parent is necessary. These are collected from the office.

8.1.7 Injured Students

1. Children who sustain face injuries or other serious injuries must have parents contacted. Parents must be advised to seek medical attention immediately.
2. If an incident slip has not been filled, the administrative staff are advised to complete one as soon as possible.
3. A record of the incident is recorded using the 'incident/injury report'. See pages 15- 16.
4. The child is to be closely monitored.



Medication Authority Form
Parent/Caregiver to complete form

Full Name: _____ **Class:** _____ **Date of Birth:** _____

Note: *If your child is to take more than one prescribed medication, please attach a separate request for each medication.*

Name of prescription medication: _____
(Medicine must be sent to the School in the original container with the pharmacy name, medication and dosage frequency details on the container).

Prescribed for (name of medical condition): _____

Prescribed dosage: _____
(A record will be kept of all doses administered at School. Any changes in dosage or frequency of administration must be notified to the School in writing).

Side effects from the prescribed medication/s? _____

Expiry date of the medication: _____

Special instructions for administering the prescribed medication/s: _____

If your child administers his or her own medication at home, do you request that he or she self-administer this medication at School?

No Yes

Disclaimer: Whenever possible, medication will be administered by the Nurse. In some situations the administering personnel may not have medical experience. The School will take every care to ensure the student receives the prescribed medicine. However, we cannot guarantee this will happen and will accept no responsibility for doses missed or wrongly administered.

In the event of an emergency and we cannot be contacted, we authorize the School to seek appropriate treatment in case of illness or injury.

In consideration of the members of staff of Al Noori Muslim Primary School administering medication to my child as requested by me, I hereby indemnify and keep indemnified all Directors of the Board and employees of the School against all actions, suits, claims, demands, proceedings, losses, damages, compensation, costs, charges and any expenses whatsoever in respect of any personal injury and/or infringement, disturbance or destruction of any rights of any person including myself and my child arising directly or indirectly out of the administration of medication.

I understand and agree to the conditions outlined on the form.

Parent/Caregiver: _____ **Signature:** _____ **Date:** _____
(Print Name)

Sick Bay Personnel: _____ **Signature:** _____ **Date:** _____

Al Noori Muslim School

Medical Form

Child's Name:		D.O.B:	
Class:		Medicare Number:	

Parents' Contact Telephone Numbers:

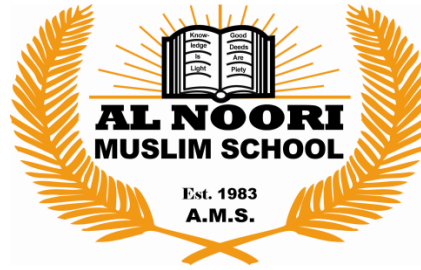
Father: (W) _____ (H) _____ (M) _____	Mother: (W) _____ (H) _____ (M) _____
---	---

Does your child have any of the following conditions?	Please circle one
Heart/Vascular Disease	Yes / No
Rheumatic Fever	Yes / No
Tuberculosis	Yes / No
Asthma	Yes / No
Diabetes	Yes / No
Hepatitis	Yes / No
Epilepsy	Yes / No
Allergies* *If Yes, please specify below _____ _____ _____ _____	Yes / No

In the event of an emergency and we cannot be contacted, we authorise the school to seek appropriate treatment in case of illness or injury. In consideration of the members of staff of Al Noori Muslim School administering medication to my child as requested by me, I hereby indemnify and keep indemnified all Directors of the Board and employees of the School against all actions, suits, claims, demands, proceedings, losses, damages, compensation, costs, charges and any expenses whatsoever in respect of any personal injury and/or infringement, disturbance or destruction of any rights of any person including myself and my child arising directly or indirectly out of the administration of medication.

Signature of Parent/Guardian:		Date:	
-------------------------------	--	-------	--

Office use only:	
Copy of Immunisation Certificate attached:	YES / NO



Teacher Incident/ Injury Report

Name of teacher: _____ Date: _____

(When) did the incident/ injury take place? _____

(Where) incident occurred at: _____

(How) describe the cause of the incident: _____

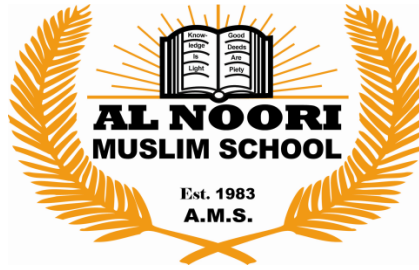
(Who) witnessed the incident? _____

Was the incident reported? (if yes to whom) _____

First Aid Officer: _____

Immediate first aid treatment: _____

Was family contacted: (If yes, who) _____



Incident/ Injury Report

Name of child: _____ Year: _____ Class: _____

1. Details of injury: _____

2. How injury happened: _____

3. Immediate first aid treatment: _____

4. Further treatment necessary: _____

5. Was family contacted? _____

Teacher on duty: _____ First Aid Officer: _____
(Signature) (Signature)

Note:
(Please provide a copy of this report to the parents and Principal)

<hr/> <hr/>

Handwritten reports must be scanned by admin personnel and saved onto the server.

9 CRITICAL INCIDENT AND EVACUATION

9.1 Introduction

In any urgency or emergency situation the general duty of care of teachers is that children be kept as safe as reasonable precautions can make them. In examining closely the physical context of Al Noori Muslim School, it can be concluded that natural hazards could be in the form of floods and fires. Man-made hazards could be in the form of bomb threats, arson, explosion or terrorist-related activity. Because schools are increasingly becoming the targets of racial hatred, some considerations and procedures need to be in place to counter such disaster.

9.2 Control Staff – Key Personnel

- Senior Teacher
- Coordinator
- First Aid Officers

9.3 Critical Incident Team

- Principal
- Deputy Principal
- Executive Teachers
- First Aid Officers
- Fire Officers (Admin staff)

9.4 Determining the Threat

It is of prime importance that the receiver of the call records the exact message as given by the caller and attempt to hold the caller on the line as long as possible.

See Appendix 1 – Delaying Tactics

9.5 Activation

9.5.1 Warning Devices:

The warning system for emergencies at Al Noori are:

- Three (3) short blasts of the siren reported every five (5) seconds; or
- Loud hailer or hand bell if bells become inaccessible.

9.5.2 Stages of Activation:

a) The initial report of a disaster having taken place will be made by the person discovering it to the Principal or, in his or her absence, the next senior member of staff on the CIT (Critical Incident Team).

b) The Principal will assess the situation and decide on appropriate action which could be: dealing with a minor situation on site; seeking support from emergency services; evacuating part, parts of or the whole school.

9.5.3 Recovery and Debriefing:

- a) The Principal, after consultation with emergency service groups and the School CIT, will decide on reoccupation or dispersal of the students.
- b) Following every emergency or practice evacuation, the Principal will arrange for a debrief to upgrade the plan where necessary.

9.6 Evacuation

Evacuation procedures are invoked for fires and floods, bomb threats, storm and cyclone damage and for any explosion or disruption to essential building services.

9.6.1 Basic Directions for Evacuation:

- a. An emergency siren will instruct teachers when to evacuate.
- b. The DIRECTION of the nearest stairwell, exit and safety area will be shown by a sign above or near the door of each room.
- c. Students are not to carry anything with them.
- d. Teachers should take class lists for roll check on arrival at Safe Area. Rooms should remain UNLOCKED!
- e. On arrival to the Safe Area the teacher should report to the Assembly Officer (Secretary with First Aid) any missing persons, or unusual circumstances and await instructions.
- f. Teachers are to remain in charge of their class, keeping students CALM and TOGETHER at all times.
- g. When instructed to do so, the teacher is able to take students back to classroom.

The Al Noori School policy is to:

ALWAYS EVACUATE ALL BUILDINGS AND FACILITIES TO THE SAFETY AREA – SCHOOL CAR PARK.

9.7 Principal's Instructions:

In the event of an emergency you are to:

- a. Locate yourself at the Principal's Office if possible or in stated alternative venue.
- b. Establish nature of emergency and take action with appropriate emergency.
- c. With First Aid Officer (second Secretary) decide on a First Aid Post.
- d. Brief Police/ Fire Brigade on their arrival.
- e. Move to Assembly Area on completion of evacuation and establish presence of all staff/ students.

9.8 Senior Teacher's Instructions:

In the event of an emergency you are to:

- a. Immediately proceed to the Principal's Office (after organising a replacement for your class).
- b. Assist the Principal as directed.
- c. Deputise for the Principal in her/his absence.

9.9 Teacher's Instructions:

On hearing the alarm you are to:

- a. Assemble all students in the class ready for evacuation.
- b. Check to ensure all students are present. A roll call will quickly ascertain this. Account for students in toilet, sick bay, running errands.

- c. Wait for instructions from the Principal or another member of the CIT.

In the event of an emergency breaking out in your classroom, you are to:

- a. Evacuate the classroom using the safest planned route.
- b. Ensure Principal is informed.
- c. Proceed to the Safety/Assembly Area.
- d. Check attendance of students.
- e. Await instructions from the Principal.

9.10 Secretary's Instructions:

- 1. On hearing the alarm or on instructions from the Principal, you are to:
 - a. ensure all lines are immediately made available for emergency use at direction of the Principal.
 - b. On instructions contact appropriate emergency service and inform them of emergency.
- 2. You should prepare yourself as follows:
 - a. List all likely emergency numbers in a ready to use location
 - b. Familiarise yourself with the evacuation route and the *Bomb Threat Proforma* (see Page 18).
- 3. Check that no person has been left behind in rooms, storerooms, offices and toilets.
- 4. Collect First Aid Kit and proceed to Safety Area. Set up First Aid Post.

9.11 Assembly Officer's Instructions:

In the event of an emergency you are to:

- a. Locate yourself at the Safety Area.
- b. Register classes that have reported there and whether any person is missing.
- c. Direct those classes arriving to the Safety Area.
- d. Report situation to the Principal when he/she arrives.

9.12 First Aid Officer's Instructions:

In the event of an emergency you are to:

- a. Contact Principal and decide on a First Aid Post. Clearly establish yourself there.
- b. Attend to any casualties and hand them over to medical authorities when they arrive.
- c. Register casualties, particularly those that are handed over.

LOCAL AUTHORITIES

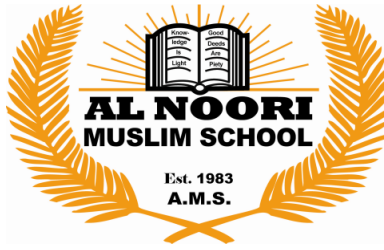
IMPORTANT NUMBERS

Emergency: 000

Bankstown Police: 9707 5299

Bankstown Fire Brigade: 9790 5404

Bankstown Hospital: 9722 8000



Bomb Threat Report

Instructions:

Use delaying tactics – DO NOT HANG UP

Threat:

First words spoken – show exact words:

1. Details of threat:

Try to engage the caller as long as possible by asking the following questions:

BOMB? Where is it?

When will it explode?

What kind is it?

What does it look like?

When did you put it there?

Are you going to call again?

2. Other questions of engagement:

Why are you doing this?

Are others involved with you?

Who do you represent?

Who are you?

Other?

3. Threat Analysis

Voice	Background Noise	Speech	Manner/Attitude
Man	Talk	Fast	Calm / Angry
Woman	Typing / Machines	Slow	Emotional
Child	Music / Quiet	Stutter/Nasal	Loud / Soft
Unsure	Children	Hesitant	Pleasant / Raspy
Accent:	Traffic / Trains / Planes	Uneducated	Intoxicated
		Other:	Other:

Telephone Call:	Local	STD	Public	Private	Mobile
Did caller appear familiar with bomb location/ delivery point?					
Receiver of call:			Rank/ Position at School:		
Location:			Date:		
Time call received:			Action taken:		