

## PASTORAL CARE

### Learner Wellbeing and Safety

Horizon Education has developed overarching goals encompassing our commitment to the health and wellbeing of our students and these were reviewed in October 2024

Relevant information is included in our Policies and Procedures document and the Student Handbook

Our Policies and Procedures Document content was updated to include procedures for Incident Reporting, the Privacy Act and Recruiting and Vetting of Staff

We offer a safe, supportive, holistic and culturally aware environment where success and achievement are celebrated and embraced. Relationships are nurtured

Learners are surveyed both formally (Satisfaction Survey and Student Voice) and informally (casual conversations during the day) to harness their feedback and gauge their wellbeing.

Attendance is recorded and monitored.

Course content contains relevant material and weekly gym and sports sessions are included in the timetable

Relevant agencies are utilized including Whaiora Trust, Yoss, START, CAFS

Staff training is sourced from a variety of avenues and relevant workshops attended

Student notes are updated regularly and safely stored and the SMS contains student contact details for communication in the event of an emergency

### Learner Voice

'Student Voice' korero meetings are held at least twice each year in order to gain feedback on student experiences at Horizon Education and to share the decision-making process that relates to their learning.

A suggestion box is available for students to offer suggestions for improvements or additions to what we already do. Many suggestions from the suggestion box are acted upon, ie, nicer flowing soap, provide white bread, an airfryer

A Student Satisfaction Survey is usually completed by students each term and responses collated

Students are encouraged to communicate with us and can use a variety of media including telephone and/or Messenger, texts, emails. Face-to-face communication is critical. We notice changes and find space and the time to talk about these. Students have input into class and course design and the formulating of class Ground Rules which are re-evaluated and monitored across the year

Informal, daily conversations are enjoyed and contribute to positive relationships

Written and/or verbal complaints are welcome

## Safe, inclusive, supportive, and accessible physical and digital learning environments

*Whanaungatanga: Connecting, fostering and maintaining relationships based on respect, integrity and understanding for the benefit of all*

We make connections with our students where the relationships between Horizon Education staff and students are seen as the building blocks of a successful experience while studying with us. We recognise the importance of forming bonds with each student. We understand the importance of a smile and we are genuine and encouraging in our interactions

The venue affords numerous safe working spaces where students can find a place to work where they feel most comfortable. On occasion, students can also re-arrange the learning environment to suit their needs.

The computers are in an open, 'public' space and are 'clean' of other student material/information

We foster individualised, student-centred support including having food available if students are hungry, the weekly delivery of a fruit box if students are keen; communal, celebratory lunches or morning teas; a warm and harmonious learning environment is extremely important; we acknowledge and make use of Tuakana Teina where our older or more capable students work alongside younger or less confident students, sharing conversation, experiences and knowledge; we strive to validate emotions, recognise and value cultural differences, avoid stereotyping and treat others as equals.

Behavioural expectations and the boundaries (with consequences) we set, including modes of behaviour and modelling of behaviour (how we treat each other) contribute to student safety.

Ground Rules and effective class management techniques contribute to student safety and wellbeing

We work around student needs regarding illness by providing opportunities and options for them to continue their studies, for example - coming in after hours or on a Friday; starting later in the morning if they are also juggling jobs and/or have sleep issues; dropping workbooks off at their home; attending on a part-time basis and having one-on-one support to complete the programme

Incorporating aspects of te reo Maori and tikanga Maori into teaching programmes

We make a fuss of student's achievements and celebrate with them and their whānau, friends and workplace colleagues.

We are genuinely interested in our learners' progress either while they are studying with us or once they have graduated and they know, by our actions and words, that they and their achievements are important to us.

We enjoy the company of the students and enjoy chatting with them before course, during the day and after course if they want to stay on.

We endeavour to ensure there is always at least two staff members on site at all times, including over the lunch break

## Learners are safe and well

*Manaakitanga: Realised by mana-enhancing behaviour and practices for the care of akonga, whanau, hapu, iwi and community*

We promote and believe in caring, mana-enhancing behaviour and practices

We treat students with respect at all times, upholding their mana and dignity; we ensure our workplace and learning space is welcoming and that students and their whanau feel welcome, respected and valued

While treating students with respect, we also ensure and uphold behavioural guidelines and voice our expectations regarding individual student progress through the programme

Food is available on a daily basis and regular shared lunches take place. We provide a fruit box at times across the year.

We acknowledge the importance of and affirming cultural values with culturally safe observations such as no sitting on tables, the use of Te Reo and protecting and enhancing the health and wellbeing - a taonga (treasure) - of our students.

We also acknowledge the important role of the educator and the importance of providing academic and pastoral support that is culturally appropriate and a culturally safe learning environment.

Various learning and teaching methods are utilised including group study, face-to-face (kanohi ki te kanohi) and teaching staff make themselves available for extra support in a non-threatening, comfortable environment boasting couches, readily-available food and warm drinks, a water feature, soft lighting and background music

Mood lighting is also acknowledge to be of value to neuro-diverse and other students

We understand the model of the student being the centre shoot of the flax plant (Pa harakeke) with pedagogy and tikanga (Maori customs and values) representing the outer leaves which nurture and protect the shoot while practices such as Mihi Whakatau and the inclusion of Māori proverbs or sayings in speeches are part of our normal activities

Our Youth learners are encouraged and supported to attend the gym

We often have a small dog on site.

The venue affords numerous safe working spaces where students can find a place to work where they feel most comfortable. It offers both quiet spaces and communal spaces

Our facebook page boasts some of our activities and successes

*Critical Incidents in 2024 = 1 (from an external source)*

*A 'Critical Incident' is defined as an 'out of the ordinary' or unexpected event which contains a level of threat requiring outside agency intervention, support or advice.*

*Formal Complaints in 2024 = 1 (from a student)*