

	Cadet College Hasanabdal Management System for Educational Organizations (EOMS) ISO21001: 2018	Document No: CCH24100001774
		CCH/MO/SOP/33/775
		IssueNo:01 Revision No:-----
	FORMAT Standing Operating Procedure (SOP)	Issue Date: 29 Mar 2024
		Revision Date: -----

PASTORAL CARE POLICY

This policy discusses the subject matter under the following heading:-

1. Introduction
2. Vision, Mission and Aim. (in line with the vision and mission of CCH)
3. Objectives of Pastoral Care Policy for Cadets. (in line with CCH Objectives)
4. Characteristics of Pastoral Care Staff in line with the objectives of the policy
5. Dos and Don'ts for the pastoral care staff in line with the desired characteristics

1. **Introduction.** Pastoral care is a holistic and supportive approach to the well-being and development of individuals. It involves the cultivation of emotional intelligence, personal growth, physical and mental well-being, and the fostering of a positive and inclusive community. This document includes definition, concepts and guidelines and practices that ensure provision of appropriate pastoral care to cadets at Cadet College Hasanabdal.

- a. **Definition.** “Pastoral care is a comprehensive approach within educational institutions to foster the holistic development and well-being of individuals”.
- b. **Pastoral care at CCH.** It provides multi-faceted support structures and environment to address the social well-being and emotional development of cadets from diverse cultural, social, and linguistic backgrounds. Rooted in the metaphor of shepherding, pastoral care nurtures personal growth, community building, and the development of life skills. This includes emotional, moral, and practical support tailored to the diverse needs and challenges faced by students aged 12 to 19. Additionally, pastoral care encompasses the provision of personal, social, emotional, and academic support by college staff, peers, and other stakeholders, all guided by the institution's values, ethos, policies, procedures, and practices aimed at fostering cadet welfare and growth.

2. **Vision.** “To nurture resilient leaders who, beyond academic excellence, embrace socio-emotional intelligence, contributing courageously towards the positive development of themselves and society.”

- a. **Mission.** “To cultivate a nurturing environment at CCH where ABDALIANS, equipped with robust socio-emotional skills, become compassionate global leaders in their chosen fields of influence.”
- b. **Aims.** Pastoral Care aims to collaboratively facilitate the holistic development and well-being of cadets at Cadet College Hasanabdal, with a specific focus on socio-emotional intelligence and physical health, and fostering an

environment that minimizes cadet withdrawals. The following is a further breakdown of this aim into various domains of pastoral care at Cadet College Hasanabdal.

3. **Objectives of Pastoral Care:-**

a. **Emotional Well-being:-**

- (1) **Aim.** Cultivate a supportive and nurturing environment to promote emotional well-being among students aged 12 to 19.
- (2) **Objectives:-**
 - (a) **Emotional Awareness.** Cadets will develop the ability to recognize, understand, and manage their emotions effectively.
 - (b) **Interpersonal Skills.** Fostering positive relationships through effective communication, empathy, and teamwork.
 - (c) **Resilience.** Equipping cadets with the skills to bounce back from challenges, fostering mental well-being.

b. **Community Building:-**

- (1) **Aim.** Foster a sense of belonging and community within the institution.
- (2) **Objectives:-**
 - (a) Organize regular community-building events, such as cultural festivals and team-building activities.
 - (b) Implement a mentorship program pairing older students with younger ones.
 - (c) Facilitate group discussions to enhance communication and camaraderie.

c. **Academic Support:-**

- (1) **Aim.** Ensure academic engagement, motivation, and success.
- (2) **Objectives:-**
 - (a) Provide tutoring services for students experiencing academic challenges.
 - (b) Conduct workshops on effective study skills, time management, and goal setting.
 - (c) Offer individual academic counseling to address specific learning needs.

d. **Life Skills Development:-**

- (1) **Aim.** Equip students with essential life skills contributing to personal and academic success.
- (2) **Objectives:-**
 - (a) Organize workshops on practical life skills, such as budgeting and decision-making.
 - (b) Encourage participation in extracurricular activities to develop teamwork and leadership skills.
 - (c) Provide opportunities for real-world application of skills through projects or internships.

- e. **Crisis Interventions:-**
- (1) **Aim.** Respond promptly and effectively to crises while fostering a supportive environment.
 - (2) **Objectives:-**
 - (a) Establish clear protocols for reporting and responding to emergencies.
 - (b) Train staff and students in basic crisis intervention and support techniques.
 - (c) Ensure access to a mental health professional for immediate counseling during crises.
- f. **Ethical and Moral Guidance:**
- (1) **Aim.** Support the development of a strong moral and ethical foundation.
 - (2) **Objectives:-**
 - (a) Facilitate discussions on ethical dilemmas and moral values.
 - (b) Integrate character education into the curriculum.
 - (c) Provide guidance on ethical decision-making through case studies and role-playing.
- g. **Health and Well-being:-**
- (1) **Aim.** Promote physical, mental, and emotional well-being.
 - (2) **Objectives:-**
 - (a) Offer health education programs on nutrition, exercise, and mental health.
 - (b) Organize regular fitness and recreational activities.
 - (c) Provide access to counseling services and mental health resources.
- h. **Cultural Sensitivity and Inclusion:-**
- (1) **Aim.** Create an inclusive and culturally sensitive environment.
 - (2) **Objectives:-**
 - (a) Celebrate diversity through cultural awareness events and activities.
 - (b) Conduct training sessions on cultural sensitivity for staff and students.
 - (c) Address instances of discrimination or exclusion promptly and sensitively.
- i. **Transition Support:-**
- (1) **Aim.** Assist students in navigating transitions during their time in the institution.
 - (2) **Objectives:-**
 - (a) Organize orientation programs for new students to familiarize them with the institution.
 - (b) Provide career counseling and guidance on post-secondary education options.
 - (c) Establish mentorship programs to support students during transitional periods.
- j. **Parental Involvement:-**
- (1) **Aim.** Establish effective communication channels with parents or guardians.
 - (2) **Objectives:-**
 - (a) Conduct regular parent-teacher conferences to discuss student progress.

- (b) Share updates on student achievements and challenges with parents.
- (c) Provide resources and workshops for parents to support their child's development.

4. **Characteristics of Pastoral Care Staff for Each Objective.** This section provides the details of essential characteristics that must be possessed by pastoral care staff to achieve its various objectives.

a. **Cultivate Socio-Emotional Intelligence:-**

(1) **Emotional Awareness:-**

- (a) Demonstrates a high level of emotional intelligence and self-awareness.
- (b) Models effective emotional regulation and expression.

(2) **Interpersonal Skills:-**

- (a) Possesses strong communication skills to foster positive relationships.
- (b) Demonstrates empathy and the ability to connect with cadets on a personal level.
- (c) Encourages teamwork and collaboration.

b. **Resilience:-**

- (1) Exhibits resilience in the face of challenges.
- (2) Guides cadets in developing coping mechanisms and bouncing back from setbacks.
- (3) Prioritizes mental well-being and self-care.

c. **Enhance Personal Development:-**

(1) **Self-discovery:-**

- (a) Supports and encourages cadets in self-reflection and exploration.
- (b) Creates an environment that values individual strengths and weaknesses.

(2) **Identity Formation:-**

- (a) Provides guidance and mentorship in helping cadets form a positive self-identity.
- (b) Encourages the exploration of personal values and beliefs.

(3) **Goal Setting:-**

- (a) Guides cadets in setting realistic and meaningful goals.
- (b) Encourages a balance between academic and personal growth objectives.

d. **Ensure Physical and Mental Well-being:-**

(1) **Physical Fitness:-**

- (a) Promotes a healthy and active lifestyle.
- (b) Encourages participation in sports and physical activities.

(2) **Mindfulness:-**

- (a) Introduces and models mindfulness practices.
- (b) Emphasizes the importance of mental clarity, focus, and stress management.

(3) **Mental Health Support:-**

- (a) Provides resources for mental health awareness and support.

- (b) Actively listens and directs cadets to appropriate mental health resources when needed.

e. **Foster Inclusive and Supportive Community:-**

(1) **Peer Support Programs:-**

- (a) Initiates and supports peer support programs.
- (b) Creates an environment that values peer connections and mutual support.

(2) **Inclusivity:-**

- (a) Demonstrates inclusivity by respecting and celebrating diversity.
- (b) Works to eliminate barriers and create a sense of belonging for all cadets.

(3) **Conflict Resolution:-**

- (a) Equips cadets with conflict resolution skills.
- (b) Models and encourages respectful and constructive conflict resolution.

f. **Cultivate Universal Values:-**

(1) **Empathy:-**

- (a) Demonstrates genuine empathy towards cadets' experiences and perspectives.
- (b) Encourages a culture of understanding and compassion.

(2) **Integrity:-**

- (a) Models ethical behavior and honesty.
- (b) Upholds principles of integrity in interactions with cadets.

(3) **Tolerance:-**

- (a) Practices and promotes open-mindedness and acceptance.
- (b) Encourages a diverse and inclusive perspective within the community.

(4) **Forgiveness:-**

- (a) Encourages forgiveness as a positive means of promoting emotional well-being.
- (b) Models the value of letting go and moving forward.

g. **Leadership Traits:-**

(1) **Positive Influence:-**

- (a) Positively influences cadets through empathetic leadership.
- (b) Encourages positive communication and relationship-building.

(2) **Problem-Solving:-**

- (a) Equips cadets with effective problem-solving skills.
- (b) Approaches challenges in a fair, firm, and friendly manner.

5. **Do's and Don'ts for Pastoral Care Staff:-**

a. **Cultivate Socio-Emotional Intelligence:-**

(1) **Emotional Awareness:-**

(a) **Do:-**

- (i) Model healthy emotional expression.
- (ii) Encourage cadets to explore and understand their emotions.

(b) **Don't:-**

- (i) Disregard or dismiss cadets' emotions.
- (ii) Demonstrate poor emotional regulation.

- (2) **Interpersonal Skills:-**
 - (a) **Do:-**
 - (i) Foster positive relationships through effective communication.
 - (ii) Demonstrate empathy and understanding.
 - (b) **Don't:-**
 - (i) Engage in disrespectful or dismissive communication.
 - (ii) Lack empathy and understanding towards cadets' experiences.
 - (3) **Resilience:-**
 - (a) **Do:-**
 - (i) Share personal stories of resilience.
 - (ii) Guide cadets in developing coping strategies.
 - (c) **Don't:-**
 - (i) Ignore or downplay cadets' challenges.
 - (ii) Model a lack of resilience in the face of difficulties.
- b. **Enhance Personal Development:-**
- (1) **Self-discovery:-**
 - (a) **Do:-**
 - (i) Encourage self-reflection and exploration.
 - (ii) Provide resources for personal development.
 - (b) **Don't:-**
 - (i) Impose personal values on cadets.
 - (ii) Disregard individual strengths and interests.
 - (2) **Identity Formation:-**
 - (a) **Do:-**
 - (i) Support cadets in forming a positive self-identity.
 - (ii) Provide mentorship and guidance.
 - (b) **Don't:-**
 - (i) Pressure cadets to conform to a specific identity.
 - (ii) Disregard or dismiss individual identities.
 - (3) **Goal Setting:-**
 - (a) **Do:-**
 - (i) Guide cadets in setting realistic and meaningful goals.
 - (ii) Encourage a balanced approach to goal-setting.
 - (b) **Don't:-**
 - (i) Set unrealistic expectations for cadets.
 - (ii) Disregard personal goals and aspirations.
- c. **Ensure Physical and Mental Well-being:-**
- (1) **Physical Fitness:-**
 - (a) **Do:-**
 - (i) Promote a healthy and active lifestyle.
 - (ii) Encourage participation in sports and physical activities.
 - (b) **Don't:-**
 - (i) Neglect the importance of physical well-being.
 - (ii) Force participation or create a competitive environment.

- (2) **Mindfulness:-**
 - (a) **Do:-**
 - (i) Introduce and model mindfulness practices.
 - (ii) Emphasize the importance of mental clarity and stress management.
 - (b) **Don't:-**
 - (i) Disregard the mental well-being of cadets.
 - (ii) Impose mindfulness practices without sensitivity.
- (3) **Mental Health Support:-**
 - (a) **Do:-**
 - (i) Provide resources for mental health awareness.
 - (ii) Actively listen and direct cadets to appropriate support.
 - (b) **Don't:-**
 - (i) Stigmatize or dismiss mental health concerns.
 - (ii) Provide unsolicited advice without proper training.
- d. **Foster Inclusive and Supportive Community:-**
 - (1) **Peer Support Programs:-**
 - (a) **Do:-**
 - (i) Initiate and support peer support programs.
 - (ii) Foster a culture of mutual support and camaraderie.
 - (b) **Don't:-**
 - (i) Ignore or dismiss peer dynamics.
 - (ii) Allow exclusionary behaviors to persist.
 - (2) **Inclusivity:-**
 - (a) **Do:-**
 - (i) Create an inclusive environment that celebrates diversity.
 - (ii) Address any form of discrimination promptly.
 - (b) **Don't:-**
 - (i) Allow discrimination or exclusion based on differences.
 - (ii) Ignore instances of exclusionary behavior.
 - (3) **Conflict Resolution:-**
 - (a) **Do:-**
 - (i) Equip cadets with conflict resolution skills.
 - (ii) Model and encourage respectful conflict resolution.
 - (c) **Don't:-**
 - (i) Ignore or dismiss conflicts among cadets.
 - (ii) Allow conflicts to escalate without intervention.
 - e. **Cultivate Universal Values:-**
 - (1) **Empathy:-**
 - (a) **Do:-**
 - (i) Demonstrate genuine empathy towards cadets.
 - (ii) Foster a culture of understanding and compassion.
 - (b) **Don't:-**
 - (i) Lack empathy or dismiss others' experiences.
 - (ii) Tolerate or ignore bullying or insensitive behavior.

- (2) **Integrity:-**
 - (a) **Do:-**
 - (i) Model ethical behavior and honesty.
 - (ii) Uphold principles of integrity in interactions.
 - (b) **Don't:-**
 - (i) Engage in dishonest or unethical behavior.
 - (ii) Compromise on principles of integrity.
- (3) **Tolerance:-**
 - (a) **Do:-**
 - (i) Practice and promote open-mindedness and acceptance.
 - (ii) Encourage respectful discussions on differing perspectives.
 - (b) **Don't:-**
 - (i) Foster an environment of intolerance or judgment.
 - (ii) Allow disrespectful discourse or prejudice.
- (4) **Forgiveness:-**
 - (a) **Do:-**
 - (i) Encourage forgiveness as a positive means of emotional well-being.
 - (ii) Model the value of letting go and moving forward.
 - (b) **Don't:-**
 - (i) Disregard the importance of forgiveness.
 - (ii) Promote grudges or animosity.

f. **Leadership Traits:-**

- (1) **Positive Influence:-**
 - (a) **Do:-**
 - (i) Positively influence cadets through empathetic leadership.
 - (ii) Encourage positive communication and relationship-building.
 - (b) **Don't:-**
 - (i) Use influence in a manipulative or negative manner.
 - (ii) Engage in favoritism or divisive behavior.
- (2) **Problem-Solving:-**
 - (a) **Do:-**
 - (i) Equip cadets with effective problem-solving skills.
 - (ii) Approach challenges in a fair, firm, and friendly manner.
 - (b) **Don't:-**
 - (i) Ignore or dismiss challenges faced by cadets.
 - (ii) Impose solutions without considering diverse perspectives.
