



lifewalk

hei tautoko whakaora ki ngā kura
wellbeing support for schools

Welcome to Lifewalk

School Welcome Pack

Kia ora

Thank you for the opportunity to have the Lifewalk Wellbeing Mentor service in your school.

Our organisation has been serving schools throughout Aotearoa for over 30 years. More recently, we have also been able to offer schools the 8-week Seasons for Growth, grief and loss programme which helps students to recognise how to navigate their journey of grief.

We recognise the demand for these services as at the NZSTA conference in Rotorua in July last year, we had over 100 new enquiries from board members and Principals.

We are excited about our partnership ahead and the difference it will make for your tamariki, their whanau and your school community.

Ngā mihi nui,



Geoff Burton CEO - Lifewalk

Code of Expectations for Wellbeing Mentors

A Lifewalk Wellbeing Mentor/Chaplain is a safe, professional volunteer presence in a school; it is a privilege to be invited into a school, so we expect all Wellbeing Mentors to abide by the following Code of Expectations:

1. Become a Lifewalk accredited Wellbeing Mentor/Chaplain by

- a. Completing the six-module training course,
- b. Undergoing Police Vetting every three years,
- c. Complete Referee documents every three years,
- d. Attend five Supervision groups annually
- e. Attend two Professional Development workshops on an annual basis.

2. Carry out the duties of a Wellbeing Mentor/Chaplain

These duties are agreed in discussion with the school. The role of a Wellbeing Mentor is to be a supportive presence, listening ear and caring adult in the lives of the school community, as agreed upon between the school representative and Chaplain.

3. Abide by all applicable policies and procedures of the school.

4. Follow Health and Safety requirements.

Comply with all relevant Health and Safety policies, and other relevant school guidelines.

5. Show respect and sensitivity.

A Lifewalk Wellbeing Mentor/Chaplain will show respect and sensitivity towards each student; regardless of the student's religious belief, ethnicity, race, or any other grounds of discrimination as set out in the Human Rights Act 1993.

6. Maintain confidentiality.

The parties acknowledge that the Wellbeing Mentor may not be able to discuss confidential personal information of the student with staff.

7. Practice appropriate disclosure.

Should a student raise issues of a serious nature (like abortion, suicide, self-harm, eating disorders), and/or the Wellbeing Mentor/Chaplain be concerned about a student's health or safety, the Wellbeing Mentor/Chaplain must inform the appropriate representative of the school, as per the school's policies and procedures.

School Terms of Agreement

This agreement is for 2 years, at which time a review will take place involving the School, Lifewalk Wellbeing Mentor/Chaplain and Lifewalk representative. Pending the outcome of the review, a further agreement may be signed.

The Lifewalk Chaplain is to be professional in their approach and practice of their role by

1. Expectations:

- a. Police Vetting every 3 years
- b. Attend 5 supervision group sessions annually
- c. Attend 2 Professional Development workshops on an annual basis

2. Tasks:

- a. Wellbeing Mentor/Chaplain will make themselves known to staff and students
- b. Discuss with the school how the duties of the Wellbeing Mentor/Chaplain will be carried out
- c. Respond to specific needs identified by the school
- d. See individual students on referral

3. Abide by the policies and procedures of the school in which they work.

4. Follow health and safety requirements.

Comply with all relevant health and safety requirements applicable to the school environment in which they work.

5. Show respect and sensitivity.

A Lifewalk Wellbeing Mentor/Chaplain must show respect and sensitivity towards each student; regardless of the student's religious belief, ethnicity, race, or any other grounds of discrimination as set out in the Human Rights Act 1993.

6. Maintain confidentiality.

The parties acknowledge that the Wellbeing Mentor/Chaplain may not discuss a student's personal information with school staff, the Wellbeing Mentor/Chaplain must maintain student confidentiality.

7. Practice appropriate disclosure.

Should a student raise issues of a serious nature (like abortion, suicide, self-harm, eating disorders), and/or the Wellbeing Mentor/Chaplain be concerned about a student's health or safety, the Wellbeing Mentor/Chaplain must inform the appropriate representative of the school, as per the school's policies and procedures.

Role of the School:

- a. Determine the duties of the Wellbeing Mentor/Chaplain at the school, in discussion with the Wellbeing Mentor/Chaplain.
- b. Introduce the Wellbeing Mentor/Chaplain to students and staff.
- c. Inform the Wellbeing Mentor/Chaplain about relevant school activities.
- d. Provide the Wellbeing Mentor/Chaplain with an appropriate work space for their sessions.
- e. Contact the Lifewalk Regional Leader with any concerns regarding the Wellbeing Mentor.

Health and Safety:

Schools are responsible to provide a Health and Safety induction for the Wellbeing Mentor/Chaplain. The induction should include:

- a. A list of the school's known hazards and controls relevant to the role (if any).
- b. The school's bullying and harassment policy.
- c. Emergency procedures for a fire, earthquake, lock down and bomb threat.

(If there is no current induction process in place, please provide training in these areas, or a copy of the school's Health and Safety policy.)

Role of Lifewalk:

- a. Arrange Supervision meetings for the Wellbeing Mentor/Chaplain.
- b. Facilitate ongoing Professional Development for the Wellbeing Mentor/Chaplain.
- c. Support the Wellbeing Mentor/Chaplain to meet the expectations of the school and Lifewalk.
- d. Be available to liaise with the school as needed.

Complaints:

If there are any concerns or complaints for either the Wellbeing Mentor/Chaplain or school, this is to be referred to the Regional Leader as soon as possible. The Regional Leader will then liaise with all parties to seek resolution. While the intention with any resolution will always be to preserve the relationships between the parties where possible, the parties acknowledge that there may be instances where a party deems it necessary to terminate the relationship and that each party reserves the right to terminate this agreement.

School _____

Signed _____ Date _____
(Chaplain)

Signed _____ Date _____
(School Representative)

Signed _____ Date _____
(Regional Advisor)

Testimonials

“

Sometimes it's tough, you know? My Chaplain is so cool at helping me get things sorted and back on track”

Student

“

We are privileged to have Hannah as our School Chaplain, she is simply amazing!”

Rikki Sheterline, Principal
Levin East School

“

When I am in trouble or want to get in a fight I talk with the chaplain.”

Student

“

He is so cool – when I am up against it we try to work things out together”

Student

“

Since Sue has been with us she has been outstanding. She fits in well with the students, staff and parents and is always willing to help in any way. The teachers trust her and ask for help if they need extra assistance. Everyone here respects her. She is part of our team.

If you're considering a Lifewalk chaplain for your school, I say go for it. It's an additional service to have in support for the school especially for the children who want another trusted friend and face to speak to.”

Jason Swann, Principal
Ōtāhuhu Primary

“

It is an honour for us to allow your Chaplain—Christina—to work alongside our children”

Bev Bishop, Principal
Southcity Christian School



Our Vision:

We believe every student deserves the opportunity to thrive in community.

Our Mission:

To provide students with awhi and support by making a trained chaplain available within their School community.